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ABSTRACT

These conference proceedings provide summaries of 66 presentations on various aspects of the High/Scope active learning approach for high-risk students, as well as related topics. Topics addressed include: (1) real-life problem solving; (2) songs in daily routines; (3) open-ended art materials; (4) transition strategies; (5) recall ideas for special young learners; (6) adapting child interests into classroom activities; (7) outside play; (8) active learning and High/Scope approach for children with disabilities; (9) plan-do-review process; (10) proposal writing; (11) conflict resolution; (12) infant and toddler temperaments and exploration; (13) meeting parents' educational expectations; (14) integrating language arts; (15) developing emerging literacy goals; (16) using children's perceptions in center evaluation; (17) play; (18) computerized Child Observation Record (COR); (19) High/Scope program beyond grade three; (20) adult-child interaction; (21) painting and drawing; (22) storytelling; (23) new activity possibilities; (24) motor control; (25) behavior modification; (26) classroom transition; (27) parent child and parent teacher roles; (28) multicultural perspective in education; (29) Chinese and Romanian cultural activities; (30) Training of Trainers (TOT) project; (31) High/Scope Program Implementation Profile (PIP); (32) High/Scope at home; (33) Head Start staff development; (34) curriculum models; (35) observation/feedback; (36) multiple intelligences; (37) re-endorsement assessment strategies; (38) positive reinforcement; (39) movement and music series; and (40) small group activities. (SD)

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# 1996 International HIGH/SCOPE REGISTRY CONFERENCE PROCEEDINGS

MAY 8–MAY 11

YPSILANTI, MICHIGAN

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1996

# International HIGH/SCOPE REGISTRY CONFERENCE PROCEEDINGS

MAY 8–MAY 11

YPSILANTI, MICHIGAN

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# Preface

This year's conference comes on the heels of High/Scope's first ever endowment campaign. We accepted the challenge of raising $3,000,000 in return for receiving an additional $1,000,000 from the Van Dusen Trust. The challenge was managed by the Southeast Michigan Community Foundation. On April 1, the last day of the three years we had to raise the funds, we met our goal. The delight, satisfaction, and relief we at the Foundation felt was overwhelming. For an organization of some 60 people to garner this sort of financial support reflects the high value others place on our work. It is a very significant achievement in the history of High/Scope. Now we must live up to the expectations the donors have placed on our shoulders.

One way we intend to meet this ongoing challenge is through our emphasis on the continuing improvement of our training programs. We have been training teachers and teacher trainers since the 1960s. We have moved from slides with audio tapes, through 16mm black and white films and large format videos, to VHS video tapes, music CDs, and personal computer programs. We will soon begin development and production of teacher and trainer materials in some of the newer, high tech formats. We are investigating how you could use interactive CD-ROMs on your personal computer. CD-ROMs would offer you the opportunity to see and hear preschool situations, reflect on them and then respond either verbally or through keyboard input. They would offer you another avenue for further professional development, similar to but far more immediate than paper and pencil exercises. They would begin to bridge the gap between text based instruction and our hands-on workshops.

Besides the introduction of training materials which take advantage of new technologies, we will continue to add topics that are of emerging relevance to educators using the High/Scope educational approach. You can see some of these at this conference. We are rapidly moving forward with the further development of art within the creative representation key experiences, problem-solving within adult-child interaction, and a renewed focus on infants, toddlers, and parents.

This year we inaugurated a new set of two-day preschool workshops that provide more depth on each of the areas we emphasize in our teacher training. These workshops can be taken independently or as part of a series which lead, with a final five-day institute, to a Lead Teacher Training Program certificate and ultimately to trainer certification. We still offer our two-day introductory session but have found that teachers are asking for more detail and more substance.

However, our most important resource is still the High/Scope teacher and High/Scope trainer. Those who work at the Foundation, those who work for the Foundation in the field, and those whose everyday role is to work with children, teachers, parents, and other educators. We grow because of their efforts. Their success and ours are inextricably linked. This year's Registry Conference attests to this link and to the vision we share of an educational approach that builds futures for children and adults alike.

Philip H. Hawkins, Director
Program Division and
International High/Scope Registry

Ypsilanti, April 11, 1996

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(Arranged alphbetically by lead presenter)

**Cathy Albro**

*Learning Through Life* . . . . . 1

High/Scope elementary teachers: get out of the teacher idea books and look at real life for ideas to help integrate your workshop times! Highly motivating and real-life problem solving make learning meaningful to children.

**Julie Austin**

*Sing Your Way Through the Day: How to Create Songs to Use Throughout Your Daily Routine* . . . . . 2

In this session, we will co-create songs for different parts of the High/Scope preschool daily routine such as greeting time, planning and recall times, cleanup time, and other transition times. Using a simple formula of starting with a familiar tune and combining it with children's names, activities, or interests, we'll brainstorm ideas, write songs together, and share them with each other.

**Bertha Barfield and Annette Jennings**

*Understanding Children's Drawing and Painting* . . . . . 3

Participants will be introduced to a variety of open-ended art materials. They will be given an opportunity to review portfolios of children's drawing and painting and to identify these samples according to the levels described in the "Drawing and painting" subcategory of the COR.

**Cheri Beckett Reed**

*Transition With Ease If You Please* . . . . . 7

In this workshop, participants will learn transition strategies that will enable their programs to run like a "well-oiled wheel." Not only will they learn the rationale for transitions but also many actual transition ideas from teachers in the field. A must for both new and experienced teachers.

**Joan Brink**

*It's Child's Play: More Planning and Recall Ideas for Special Young Learners* . . . . . 10

Do you have developmentally young children, including special needs children, in your class? In this session we will share various planning and recall ideas that should help address the needs of these special young learners, as well as support the staff who work with them.

**Patricia Brokman**

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Children's own lives and interests can be a good source of inspiration for planning classroom activities. To become child oriented in the planning process, teachers must develop skills in observing, planning, and evaluating children's daily experiences. Join us as we learn how to use classroom observations to influence team planning and evaluate daily activities leading to a trust in the power of play.

**Elizabeth B. Carlton — See Movement and Music Series below**

**Kathleen Carothers**

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Outside time is not a time for teachers to take a break. The learning goes on. This workshop will address the teacher's role and the importance of the High/Scope interaction strategies when the children are outside. Participants will develop strategies for interacting with the children in creative play and using ordinary household materials for outside play. The participants will be involved in whole group discussion and small-group activities for application and practice.

**Jill Claridge**

*Worksheets to Workshops in Mathematics in the Elementary Grades* . . . . . 30

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**Kathy Clayton**

*Rethinking Active Learning: Considering the Child With Disabilities* . . . . . 35

The cornerstone of the High/Scope approach to preschool education is active learning. The active learning ingredients are materials, manipulation, choice, language from the child, and adult support. These ingredients capture the essence of the active learning process and should be used to evaluate and plan activities for children. For children with disabilities, it is sometimes necessary to rethink the framework in which these ingredients are implemented. This session will explore the issues concerning this rethinking and discuss strategies that address this challenge.

**Joanne Dalton**

*Plan-Do-Review in the Elementary Grades* . . . . . 36

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**Ann S. Epstein**

*Money: How To Write A Good Proposal* . . . . . 40

This session will explore what characterizes a good written proposal to obtain program funding. Working in small groups, participants will review a set of sample proposals to determine which ones a funding agency is likely to support. The entire group will then discuss the strengths and weaknesses of the sample proposals to identify those characteristics they want to incorporate into their grant writing. At the end of the workshop, participants will have an outline for a generic proposal, which they can adapt in writing their own grant requests.

**Betsy Evans and Rachael Underwood**

*I Hate You Dummy!" — Exploring Strategies for Children and Adults As They Express Their Strong Feelings* . . . . . 43

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**Julie Franconi**

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*Key Experiences Throughout the Daily Routine* . . . . . 53

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**Iván Galindo**

*Active Service: How to Match Parent Expectations With Your Service Offering* . . . . . 56

The High/Scope approach is quality education. Nevertheless, it is new to many parents and they may disregard many of its characteristics. Learn how to increase the perceived quality of your implementation of the High/Scope Curriculum and your service in general. The internal quality of your service is different from the quality perceived by the parent.

**Katie Gerecke and Pam Weatherby**

*Children With Special Needs: The High/Scope Approach* . . . . . 64

How does High/Scope work effectively with special needs children? Participants in this workshop will gain an understanding of the High/Scope approach as applied to working with children with special needs. Strategies for the daily routine and the adapations needed will be included. Participants will participate in an activity to include all children in their classroom.

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**Michelle Graves**

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This session will introduce participants to the rationale for the plan-do-review sequence of High/Scope's daily routine. It will also focus on ways adults can support children in their decision-making efforts.

*Planning Around Children's Interests* . . . . . 77

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**Terry M. Grosvenor**

*Transforming Your Dynamite Into Candles: Acquiring the High/Scope Mindset for Interacting With Children* . . . . . 79

Maintaining responsible interaction strategies with children each day requires a concrete understanding of the High/Scope philosophy, as well as adults who "actively think" about specific interaction styles being used to provide environments of acceptance and respect. This workshop facilitates: (1) concrete identification of frequently observed adult-child interaction styles and their effects on children; (2) active discussion of strategies/mindsets needed for providing interactions consistent with the High/Scope philosophy; and (3) participant representation of responsive adult-child interactions, promoting opportunities for change and reflection.

**Brenda L. Hanthorn and Peggy Goldback Schooling**

*Emergent Literacy in the High/Scope Preschool Classroom* . . . . . 81

Using the High/Scope educational approach, the presenters will demonstrate ways to develop emerging literacy goals for the typically developing preschooler and his or her language delayed peer. Topics of discussion will include the impact on curriculum and instruction, webbing, parent involvement, and specific strategies for IEP implementation.

**Jeanne M. Heberle and Cecelia Benelli**

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**Dan Hodgins**

*The Role of Play in the Daily Routine* . . . . . 92

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**Charles Hohmann**

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*Onward and Upward!: Moving the High/Scope Approach Beyond Grade 3* . . . . . 98

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**Mary Hohmann**

*Adult-Child Interactions: Forming Partnerships with Children* . . . . . 99

This session will introduce a new video in the High/Scope Preschool Curriculum Series, "Adult-Child Interactions: Forming Partnerships with Children." Designed for both teachers and trainers, the video program has two parts. Part I introduces adult-child interaction strategies, demonstrates their use in two classroom scenes, and includes a teacher commentary on each scene. Part II shows 13 additional classroom scenes illustrating the adult-child interaction strategies presented in Part I. The scenes in this section are presented without commentary to encourage viewer analysis and discussion. We will view sample scenes from each part of the video.

**Mary Hohmann and Eli Trimmis**

*Painting and Drawing: Promoting Children's Creativity* . . . . . 101

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**Mary Hohmann and Linda Weikel**

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Telling stories to young children at small-group time, at large-group time, at the beginning of nap time, or on a bus ride is one sure way to have fun with language! This session will help you recognize and build on your own storytelling knowledge and skills.

**Serena Johnson**

*"Old Ones, New Ones, Loved Ones, Forgotten Ones . . ."* . . . . . 106

This session invites Certified Trainers to share some of their favorite, and not so favorite, course activities with colleagues and so use the session to gain new ideas for successful activities and explore new possibilities for activities that may currently be little used. Please come to this session, therefore, with one or two activities you would like to share or work on.

**Diana Jo Johnston**

*Ladies and Gentlemen: Start Your Fine Motors* . . . . . 107

This workshop will introduce a variety of activities for elementary classrooms that help develop and strengthen fine motor control. These activities allow students to be actively involved. Rather than have students practice writing on lined newsprint for 15 minutes, try one of these activities.

*Linking the Elementary Key Experiences to the Workshop Process* . . . . . 113

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**Diane Kenagy Williams**

*Applying a Child-Centered Approach to Transitions of Infants & Toddlers* . . . . . 124

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**Silvia La Villa**

*Using the High/Scope COR With Parents: Helping Parents Make Connections With Their Children's Development* . . . . . 131

This workshop is designed to demonstrate how the High/Scope COR can be used by parents to help them improve parent/teacher communication, learn about their children's development, understand how to support their children as active learners, and become partners in their children's learning. Participants will be actively engaged in developing activities and strategies.

**Pam Lafferty**

*UP ON DOWN* . . . . . 132

In this workshop for Certified Trainers, we will explore those" extra little touches" that surround and weave through a workshop. We will demonstrate with tips and ideas how trainers can enhance, individualize, and bring a sense of completion to a workshop. It is an opportunity for trainers to become more aware of how they can use the shortest, smallest strategies — such as a look, a sound, or a quote to enrich their workshops and how they can pick up on leads from participants in order to personalize a workshop to the particular needs of that group.

**Betty Lasseter**

*From High/Scope Training to Beginning Classroom Implementation* . . . . . 133

This workshop explores the beginning implementation of the High/Scope educational approach following participants' training. It features, **active learning**, the foundation of the High/Scope approach. Active learning is embedded in the learning environment and in the High/Scope darily routine.

**Sandi Lee-Weldon**

*Defining and Defending the Multicultural Perspective in Education* . . . . . 138

To define and then defend the multicultural perspective in education, one must first understand the concept of multiculturalism. This concept incorporates three areas: knowledge of the concept of culture, knowledge of the concept of cultural differences, and knowledge of the experiences of (all) ethnic groups that make up America.

**Shannon Lockhart**

*"Bridging The Gap": Incorporating Culturally Appropriate Activities for Chinese or Romanian Children* . . . . . 139

How can we as teachers "bridge the gap" or ease the transition for international children who have joined our classrooms? Teachers who may want to incorporate activities and materials that are familiar to and culturally appropriate for these children should attend one of these two sessions, which focus on Chinese children and Romanian children using videotapes from High/Scope's International Videotape Series, *Sights and Sounds of Children*.

**Beth Marshall and Carol Beardmore**

*TOT and Me?* . . . . . 140

What is the Training of Trainers project? What do these people do once the training is over? Is this training project for me? If these questions have entered your mind, come and ask the experts, the recent graduates of the 1995 Residential TOT and the 1995 Cleveland LTOT. Join us as we discuss both the training project and the year back in the "real" world.

*A Peek at the PIP* . . . . . 141

The High/Scope Program Implementation Profile (PIP) is an observational rating instrument used to assess the level of implementation of the High/Scope Curriculum in early childhood programs. Come and explore the new PIP as we discuss the new elements and fill it out using the High/Scope Demonstration Classroom at the Marriott.

*Partners in Play* . . . . . 143
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**Patricia Mueller**
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**Malek Pirani and Serena Johnson**
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This session will introduce participants to the "Caring Start" training pack. This comprehensive package has been produced to enable all High/Scope practitioners who work with parents to run an informal six-session course to support parents in helping their children's developmental learning in the home setting using the High/Scope approach.

**Jackie Post**
*Supporting the Explorations of Infants and Toddlers* . . . . . 148
Infants and toddlers learn about their world through their very active exploration of it. This session will help participants take a critical look at the materials we offer to infants and toddlers for their investigation. Participants will also be given the opportunity to plan how to support these explorations.

**Cheri Beckett Reed — see Beckett**

**Larry Schweinhart**
*Preschool Curriculum Differences Affect Crime* . . . . . 151
If young people born in poverty attended a preschool program that emphasized teacher-directed instruction rather than child-initiated learning activities, they met with four times as many felony arrests by age 23. This is the key finding of the High/Scope Preschool Curriculum Comparison study through age 23, the only study of the effects of preschool curriculum models ever to collect data from actual police and court records. The findings of this study provide the strongest evidence to date that child-initiated learning activities have distinct advantages over teacher-directed instruction in educating young children. Session participants will acquire a working understanding of these findings and discuss ways they will use them in their work for young children.

**Larry Schweinhart, Ann Epstein, Sherri Oden, and Virginia Okoloko**
*A Discussion of Staff Development in Head Start* . . . . . 153
The future of Head Start depends on its quality, which in turn depends largely on its staff development and training. High/Scope recently became one of four Head Start Quality Research Centers dedicated to studying and improving Head Start quality over the next five years. Help envision and plan new directions for staff development and training to improve the quality of Head Start.

**Larry Schweinhart and Ann Epstein**

*Adopting a Curriculum Model – Is It REALLY Worth the Effort?* . . . . . 155

A recent survey found that only 33% of NAEYC members espouse a particular curriculum model. Session participants will debate whether early childhood programs should use a specific curriculum model or use whatever eclectic practices they find to be developmentally appropriate.

**Sandy Slack**

*Observation/Feedback: Not Just For Trainers!* . . . . . 167

This workshop on using Observation/Feedback is for anyone using High/Scope. See how it is especially useful when a referral to a special education program for a child's behavior problems is being considered or in programs that do not yet use the High/Scope approach. Support every child's active learning.

**Vicki Smith**

*It's Not Just Child's Play – Using Centers to Change and Identify Students' Strengths* . . 172

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**Sue Terdan**

*Monolog vs. Dialog: The Feedback Process* . . . . . 174

Children learn best when they are actively involved. We learn the most about children when we listen to and observe them. Staff learn best when they are actively involved in the feedback process. We become aware of their understanding of the feedback focus when we listen to their observations and impressions. This workshop will provide strategies for effective feedback conversations.

*Reendorsement: It's So Doable, But ...* . . . . . 183

This workshop will help you to make reendorsement a logical and "doable" process. We will go through each requirement and form that accompanies it. Please attend and have a concrete experience with this packet of print!

*Find the Fit Between Special Needs Children and the High/Scope Approach* . . . . . 184

When the student is ready, the teacher appears . . . The needs of all children are special (ask any parent), and as adults we must consistently observe and adapt to meet the individual considerations of each child. Participants in this workshop will work with the following: (1) how to identify where special needs children are developmentally; (2) how to adapt the environment to meet children's individual developmental needs; and (3) how to rethink your stereotopic expectations of yourselves and your interactions with special needs children in your classroom.

**Linda Toren and Linda Gonzales**

*Active Assessment: Everyone's Involved* . . . . . 185

This workshop will focus on the variety of assessment strategies that can be used to actively engage parents and students in the assessment process, integrating key experiences, instructional decisions and practices, and the learning process. The emphasis is on what children can do and how learning and assessment occur naturally within the classroom.

**Annette Towner**

*Encouragement — A Step Beyond Praise* . . . . . 187

We understood the reasons to move from punishment to praise. We learned to positively reinforce with words, stickers, points, and privileges. Now, researchers and child development experts tell us that praise and reward systems have negative implications. It is time to move on to the next step — encouragement. Why we should change and how to make the transition from praise to encouragement will be presented in this session.

**Rosemary Waldron**

*The Power and Magic of Pretend Play With Others: Supporting Sociodramatic Play In Children With Play Problems* . . . . . 193

The preschool years are considered to be the "golden years for pretend play". All of the skills and abilities that preschoolers need to ensure future success can be learned through pretend play with other children. However, we often see some preschoolers who have problems with play. They remain onlookers, dabblers, or they disturb play. This session will use the work of Sarah Smilansky and Leah Shafatya to help participants develop skills that can be used to help children become competent players.

**Karen Weber — also see Movement and Music Series below**

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Join us to actively explore each of the 10 key experiences which fuel the High/Scope curriculum framework. Discover where to find ideas and how to integrate the key experiences into each element of the daily routine. Answer the age-old questions: What is "Seriation" anyway? What if I "don't do" music? How can I make sure the kids are getting all the key experiences? How can I explain these to parents?

**Phyllis S. Weikart — See Movement and Movement Series below**

**Linda Weikel**

*Developing Small-Group Experiences: What Shall We Do Tomorrow?* . . . . . 199

Struggling to come up with new and exciting small-group times for your class? Come to one or both of these sessions, try your hand at these activities, and take home new ideas for planning your small-group experiences.

*Partners in Training (Certified Trainers Only)* . . . . . 200
The High/Scope *Trainer Guides*. A set of five binders that correspond to the five components of the Preschool "Wheel of Learning," are available to all certified trainers. If you have recently purchased these guides, you may have questions about some of the activities or accompanying materials. Come to this session to find out the answers, to try out the activities of your choice in a safe environment, to share ideas for adapting the activities, and to develop ideas for new activities.

**Sandi Lee-Weldon — See Lee**

**Diane Kenagy Williams — See Kenagy**

## Movement and Music Sessions . . . . . 201

**Phyllis S. Weikart and Elizabeth B. Carlton**
*Session 1 — Movement And Music: The Key Is Process* . . . . . 203
The process for supporting young children through the movement and music key experiences includes several components. The most important are the Teaching Model and the Active Learning Approach strategies. The use of a specific movement core provides the base for understanding simple to more complex stages of development. Discover how these components create a successful process for supporting movement and music abilities in young children.

**Phyllis S. Weikart and Elizabeth B. Carlton**
*Session 2 — Building The Music Foundation: Key Experiences In Music* . . . . . 206
All children move! How does movement in the formative years connect with cognitive development? Active learning experiences based on movement help children improve body and language awarenesses and their understanding of basic movement in space and time. Movement can aid aural/visual processing ability, competence with steady beat, and independent decision making. The key experiences in movement address these important concepts and help children "learn to move so they can move to learn."

**Elizabeth B. Carlton and Phyllis S. Weikart**
*Session 3 — Building the Music Foundation: Key Experiences in Music* . . . . . 209
The music key experiences provide a blueprint adults can use to awaken and develop the natural music intelligence and abilities of young children. Gaining understanding of and skills with several of the elements of music can enable adults to implement their use effectively throughout the day. Discover the many ways every adult can help build the music foundation.

**Karen Weber**

*Session 4 — Representation in Action: Using Movement and Music to Enrich the Representation Key Experiences* . . . . . 212

"When children use purposeful movement, the cognitive link is made and the concept ownership is attained." (P. Weikart) Focusing on the High/Scope key experience of representation, participants will explore how the use of movement and music in children's activities allows learning to wxpand to a higher and broader dimension. This workshop will provide not only activities you can use, but, more importantly, the application concepts needed to create your own meaningful experiences for the students you work with.

**Phyllis S. Weikart and Elizabeth B. Carlton**

*Session 5 — Building the Timing Foundation: Feeling and Expressing Steady Beat* . . . . 214

The ability to feel, express, and keep stead beat shows a statistically significant correlation to reading, vocabulary, math, fundamental motor skills, social-emotional development, and musical skills. When the statistics show less than 10% of kindergarten children able to independently keep the beat, and when the teen-age abilities show a 50% decline over 10 years, we must address and remedy this alarming problem. Come and experience the child's development of steady beat independence.

**Elizabeth B. Carlton and Phyllis S. Weikart**

*Session 6 — Building The Singing Foundation: Developing Melody* . . . . . 217

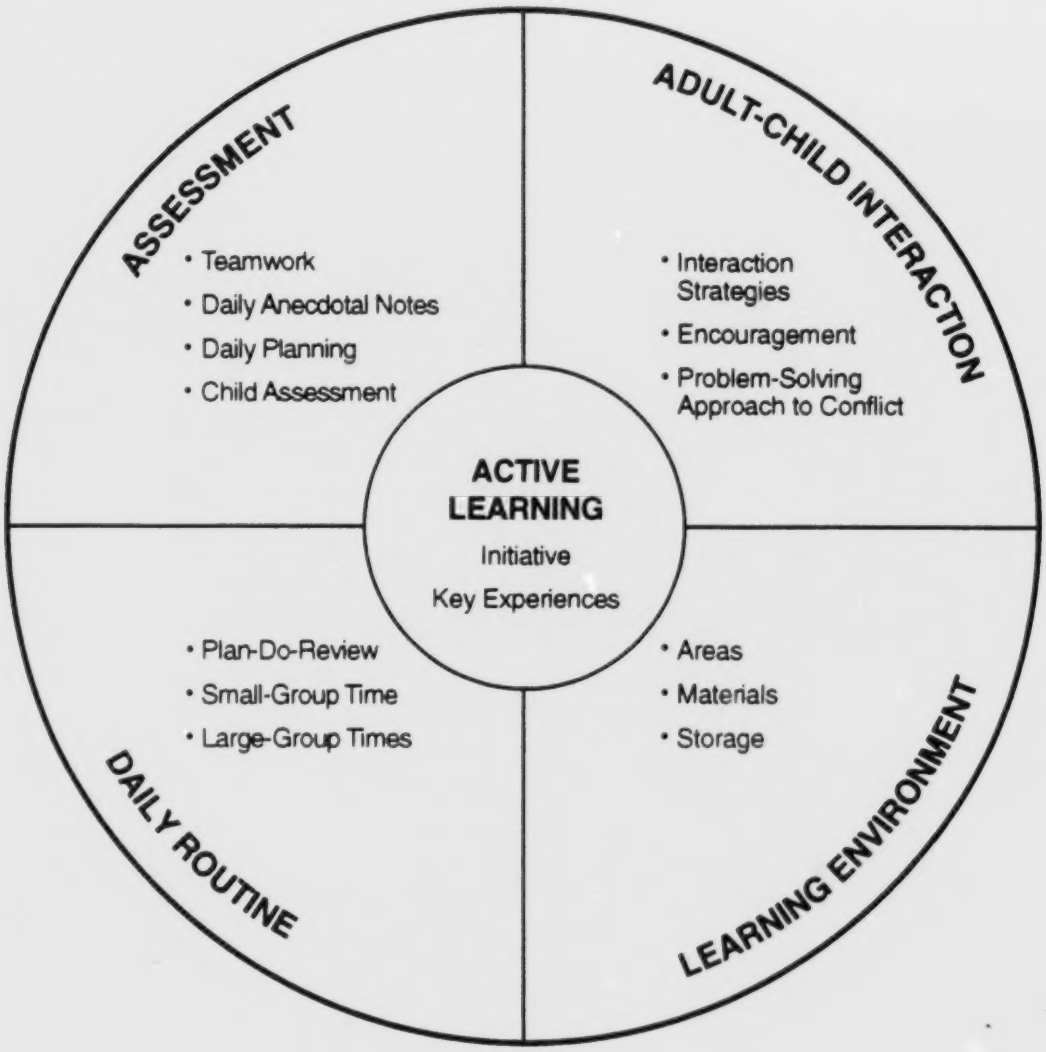
Children learn to sing just as they learn to speak — through imitation. Since young children come to school exhibiting various levels of vocal development, this session will explore sequential concepts that develop a tuneful singing voice and listening ear. Learn strategies that enable adults to assist children to explore the broad range of their voices and to use movement and the "body scale" to sing tunefully.

**Phyllis S. Weikart and Elizabeth B. Carlton**

*Steady Beat and Singing Lab* . . . . . 220

Steady beat and singing are fundamental abilities that adults should possess when working with young children or when training adults. With the addition of the movement and music key experiences into the High/Scope curriculum, you will find this steady beat and singing lab most helpful in strengthening your personal skills. This lab is designed for all levels of ability.

# High/Scope Preschool "Wheel of Learning"

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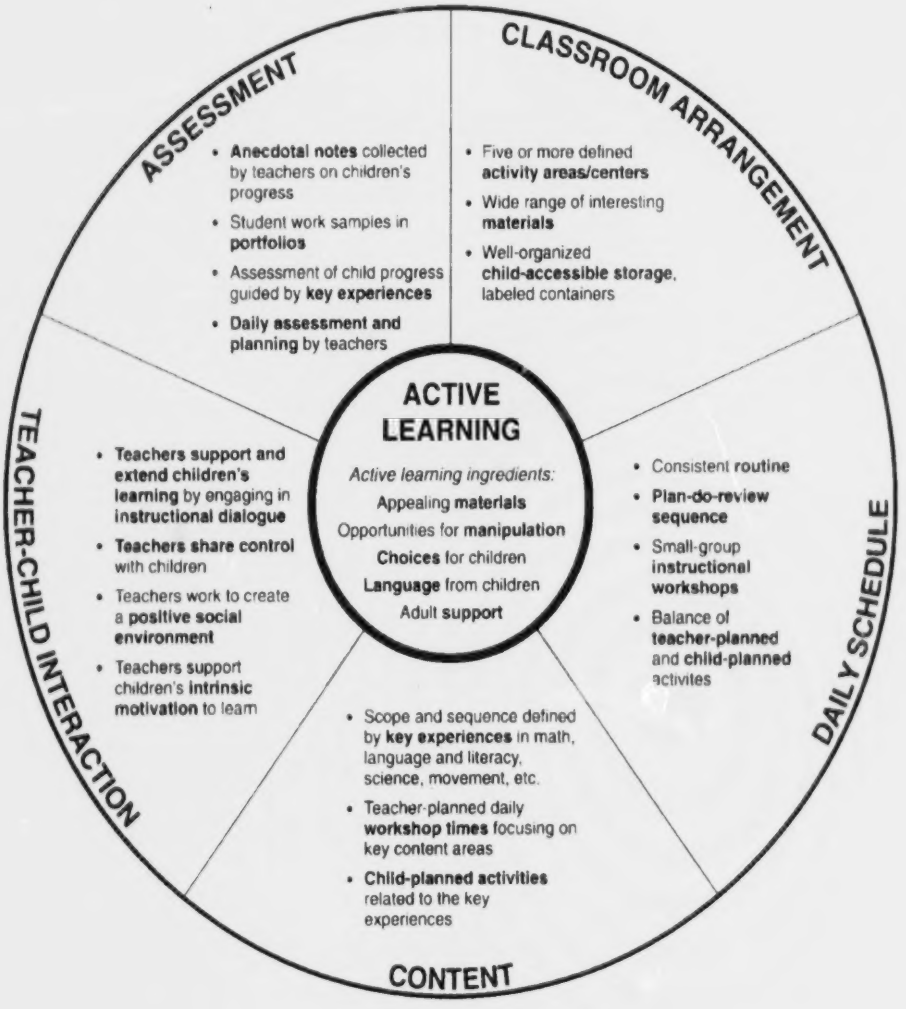
# High/Scope Elementary "Wheel of Learning"


ASSESSMENT
• **Anecdotal notes** collected by teachers on children's progress
• Student work samples in **portfolios**
• Assessment of child progress guided by **key experiences**
• **Daily assessment and planning** by teachers
CLASSROOM ARRANGEMENT
• Five or more defined **activity areas/centers**
• Wide range of interesting **materials**
• Well-organized **child-accessible storage**, labeled containers
ACTIVE LEARNING
*Active learning ingredients:*
Appealing **materials**
Opportunities for **manipulation**
**Choices** for children
**Language** from children
Adult **support**
TEACHER-CHILD INTERACTION
• **Teachers support and extend children's learning** by engaging in **instructional dialogue**
• **Teachers share control** with children
• Teachers work to create a **positive social environment**
• Teachers support children's **intrinsic motivation** to learn
DAILY SCHEDULE
• Consistent **routine**
• **Plan-do-review sequence**
• Small-group **instructional workshops**
• Balance of **teacher-planned** and **child-planned** activites
CONTENT
• Scope and sequence defined by **key experiences** in math, language and literacy, science, movement, etc.
• Teacher-planned daily **workshop times** focusing on key content areas
• **Child-planned activities** related to the key experiences

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# The High/Scope Infant and Toddler "Wheel of Learning"

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# Learning Through Life

*Cathy Albro*
*Field Consultant, High/Scope Foundation*
*Executive Director, The Creative Learning Center, Grand Rapids, Michigan*

High/Scope elementary teachers: get out of the teacher idea books and look at real life for ideas to help integrate your workshop times! Highly motivating and real-life problem solving make learning meaningful to children.

- I went to the grocery store and only had $8 with me. What could I make for dinner that would have all the food groups in it for my family of four? When I got home, I made dinner.
- I sent a fax to a friend in France. How did I do it?
- I wanted to recycle my printer cartridge and purchase a remade one. How did I find out about such a place? After I found it in the phone book, I looked on a map to see how to get there.
- I measured the walls in my new store to find out how much slat board I needed.
- I found a button that matched the closest for a blouse and sewed it on.

These are all activities that I had done in a day.

When we think about what we plan for our students, we want to make sure that they connect to real life. By thinking about what we and others do everyday in our lives, it will help to make this connection.

We can make these real-life activities meaningful for your children by thinking about the skills involved and (perhaps) changing them to fit their developmental understanding and interest. In some cases (like finding the button) it is not necessary to change at all.

As an example, I might change using a map to find a building in the city to using a map of the school to find a room the students have never visited.

By using our own (and your students' parents') "real life" experiences, we can plan workshops and use the key experiences as a guide.

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# Sing Your Way Through the Day: How to Create Songs to Use Throughout Your Daily Routine

*Julie Austin*
*Teacher, High/Scope Demonstration Preschool*
*Consultant, High/Scope Foundation, Ypsilanti, Michigan*

In this session, we will co-create songs for different parts of the High/Scope preschool daily routine such as greeting time, planning and recall times, cleanup time, and other transition times. Using a simple formula of starting with a familiar tune and combining it with children's names, activities, or interests, we'll brainstorm ideas, write songs together, and share them with each other.

## Familiar Tunes

- Skip to My Lou
- Twinkle Twinkle
- If You're Happy and You Know It
- Here We Go Round the Mulberry Bush
- She'll Be Comin' Round the Mountain
- Mary Had a Little Lamb
- Paw Paw Patch
- BINGO
- The Muffin Man
- Farmer in the Dell
- Jingle Bells
- How Much Is That Doggie in the Window
- Let Everyone Clap Hands Like Me
- When the Saints Go Marchin' in
- This Old Man
- Workin' on the Railroad
- Old MacDonald
- Eensy Weensy Spider
- Happy Birthday
- Buffalo Gals Won't You Come Out Tonight?

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# Understanding Children's Drawing and Painting

*Bertha Barfield*
*Title I Director, St. Charles Parish Public Schools, Luling, Louisiana*

*Annette Jennings*
*Title I Director, Assumption Parish Public Schools, Luling, Louisiana*

Participants will be introduced to a variety of open-ended art materials. They will be given an opportunity to review portfolios of children's drawing and painting and to identify these samples according to the levels described in the "Drawing and painting" subcategory of the COR.

## Creative Representation

From the *High/Scope Child Observation Record For Ages 2 ½ – 6*, page 22.

## K. Drawing and painting

Child does not draw or paint.

Child explores drawing and painting materials.

Child draws or paints simple representations (a ball, a house).

Child draws or paints representations with a few details.

Child draws or paints representations with many details.

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## The COR Ratings

### K. Drawing and painting

1. **Child does not yet draw or paint.**

   - ✦ When given markers and crayons at small-group time, Scott chooses to watch the other children.
   - ✦ Beth chooses Play-Doh each time she works in the art area. She does not choose to draw or paint.

2. **Child explores drawing and painting materials.**

   - ✦ Lisa rubs her hands with fingerpaint, then pats them on the table.
   - ✦ Vicky dips chalk in water, then scribbles with it on black paper.

3. **Child draws or paints simple representations (a ball, a house).**

   - ✦ Manja draws a rectangle and says it's a picture of her house.
   - ✦ Doreen paints a vertical line with a scribble of green at the top and calls it a tree.

4. **Child draws or paints representations with a few details.**

   - ✦ Marietta draws a person with arms and legs sticking out of its head.
   - ✦ Darrell paints some circles with legs, ears, and a tail on his paper and tells the teacher that these are his dogs, "Cooler, Misty, and Liberty."
   - ✦ Keshia paints a face with eyes and a mouth.

5. **Child draws or paints representations with many details.**

   - ✦ Natalie makes a drawing of a girl that includes many details — a neck, knee caps, collar and buttons on her dress, socks, shoes with buckles, and a bow in her hair.
   - ✦ Chris draws a train with cars, windows, and an engineer.

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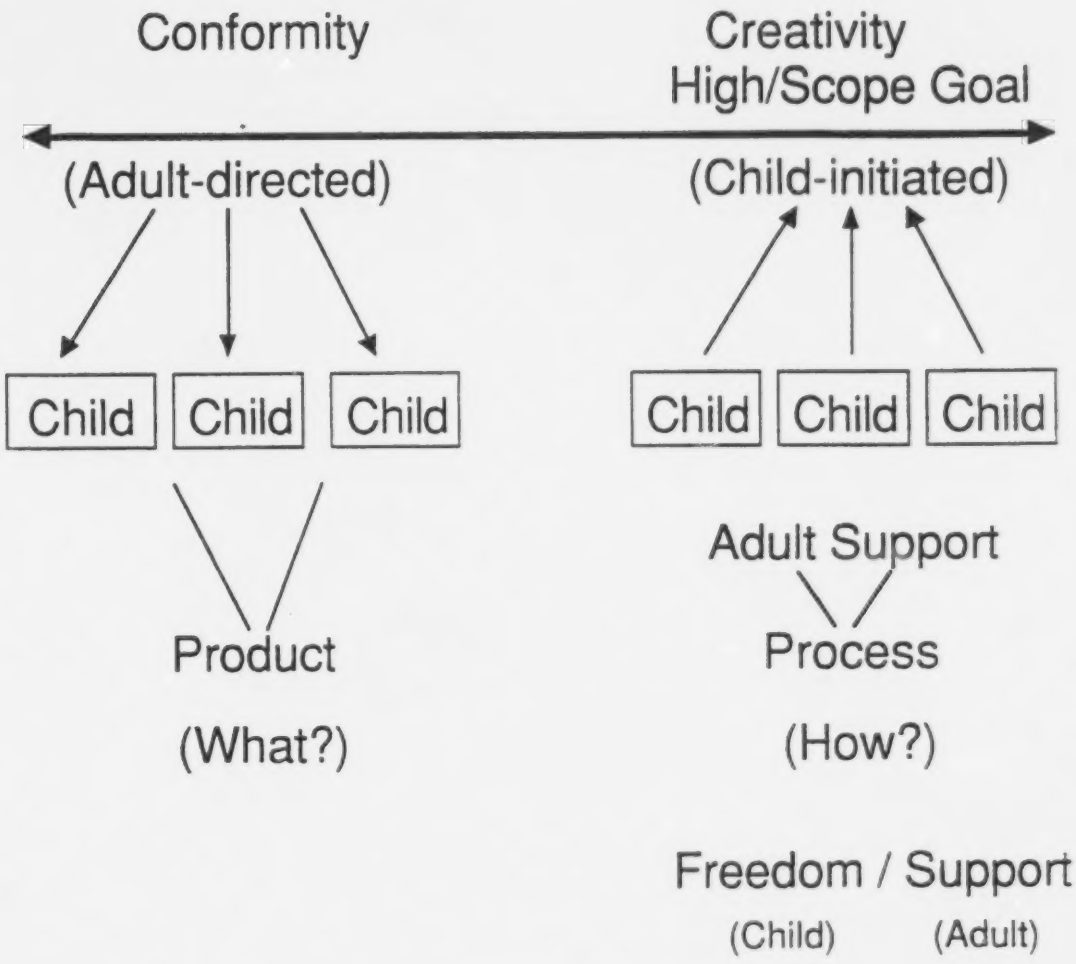
# Continuum: Drawing and Painting

## Model

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# Open-Ended Materials That Support Children's Drawing and Painting

| Paper of different sizes, textures, & colors | Materials for painting and printing | Nontraditional painting materials |
|---|---|---|
| ___construction paper, many colors<br>___white drawing paper<br>___newsprint<br>___fingerpaint paper<br>___large roll of wrapping, butcher, or shelving paper<br>___discarded computer paper (used only on one side; comes in rolls or sheets)<br>___paper scraps, various sizes, textures, and colors (available from printers)<br>___tissue paper<br>___graph paper, lined paper<br>___foil<br>___contact paper scraps<br>___paper plates<br>___cardboard or mat-board pieces<br>___wallpaper samples or scraps<br>___paper napkins<br>___coffee filters<br>___crepe paper<br>___old magazines and catalogs<br>___used greeting cards<br>___postcards, stationery, envelopes<br>___gift wrap | ___tempera paints<br>___liquid starch (for mixing with fingerpaints)<br>___soap flakes (for thickening paint)<br>___watercolor paints<br>___plastic squeeze bottles, jars with lids for mixing and storing paints<br>___brushes of different types and sizes<br>___muffin tins, frozen food tins, margarine tubs, saucers (for holding paints)<br>___screening<br>___easels<br>___nontraditional paintbrushes or printing materials: sticks, string, feathers, rope, rags, dish scrapers, toothpicks, cotton swabs, toothbrushes, leaves, cut fruits and vegetables<br>___cleaning-up materials: rags, sponges, towels, newspaper<br>___smocks or paint shirts | New "paintbrushes" to try:<br><br>Sticks, string, feathers, rope, rags, toothpicks, cotton swabs, dish scrapers, toothbrushes, leaves, cut fruit and vegetables<br><br>New "paints" to try:<br><br>Muddy water, corn syrup, coffee/tea, food colorings, wet colored chalks |

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# Transition With Ease If You Please

*Cheri Beckett Reed*
*Field Consultant, High/Scope Foundation, Richmond, Kentucky*

In this workshop, participants will learn transition strategies that will enable their programs to run like a "well-oiled wheel." Not only will they learn the rationale for transitions but also many actual transition ideas from teachers in the field. A must for both new and experienced teachers.

## Effective Transitions

In all programs, there are many transitions for children. Being dropped off in the morning, cleaning up the room, getting ready for snack — all are examples of the kinds of changes children experience throughout the day. Since children often react strongly to such changes, it is important for adults to plan carefully for transitions. Well-planned transitions are often the difference between a "bad day" and one that goes smoothly.

As a team, list below as many *keys to successful transitions* as possible.

(Handouts continue on the next page.)

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## Keys to Successful Transitions

1. Reduce the number of transitions until there are as few as possible.

2. Decrease waiting time by having one activity start as soon as another finishes or by having the end of one activity overlap with the beginning of another.

3. Use brief music and movement activities to capture children's attention during the transition.

4. When needed, offer children choices during a transition: "You can stay at the table with us as we finish small-group time, or you can go to the circle and look at some books."

5. Balance your daily routine so that times of high activity alternate with quieter times.

6. Familiarity with the routine helps children make transitions independently. Therefore, help children become accustomed to the routine by following it consistently, using the names of segments of the routine in conversations with children, and reviewing the routine each morning with children using a daily routine chart.

7. Give children a warning just prior to a transition in the routine.

8. Predict for children what is coming next.

## Transition Implementation Plan

1. How are transition times currently handled in your setting?

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2. Identify steps and strategies you want to take to improve transitions.

3. How will you accomplish your plan?

4. What are the possible barriers and issues you must be aware of if this plan is to succeed?

**Suggested Readings:**


- Hohmann, Mary, and David P. Weikart. 1995. *Educating Young Children* 288–93 156, 263, 222–23, 405, 513–14. Ypsilanti: High/Scope Press.
- *Transition Magic* by Nola Larson.
- Perrett, Becki. 1992. Shifting Gears Smoothly: Making the Most of Transition Times" and "Ready or Not, It's Cleanup Time!" High/Scope Extensions (October).
- Beardmore, Carol. 1992. "Greeting Time: A Smooth Transition for Children". *High/Scope Extensions* (October).


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# It's Child's Play: More Planning and Recall Ideas for Special Young Learners

*Joan Brink*
*Preschool Teacher, Tipton School, Tecumseh, Michigan*

Do you have developmentally young children, including special needs children, in your class? In this session we will share various planning and recall ideas that should help address the needs of these special young learners, as well as support the staff who work with them.

## 65 Planning and Recall Strategies*

### Visibility Games and Tours

1. Train
   - Children line up behind adults and pretend to be a train. Train moves around to each area where adults and children talk about the materials in the area. If a child plans to work in that area, he or she "gets off" the train. Then the train goes to the next area.
   - *Variation.* Instead of a train, the class pretends to move around the room on a boat, car, truck, wagon train, etc.

2. Riding toy
   - Children take turns riding the toy to the area they want to work in.

3. Drum or other instrument
   - The children parade around the room with the leader (a child) playing the drum. The leader stops at the area he or she wants to work in and gives the drum to the next child in line, who repeats the process.
   - Adult or child plays a rhythmic pattern on the drum or any other instrument. One at a time, children echo the rhythm and give their plans.

*The first 50 ideas are adapted from *The High/Scope Approach to Preschool Education, Daily Routine, Participant Guide*, 1994, published by the High/Scope Press.

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4. Keys
   - ✦ Children pretend to unlock the areas they would like to work in.
   - ✦ Children pretend to start up the car and drive over to the area they would like to work in.

5. Tent
   - ✦ Children plan or recall in a tent (blanket draped over a table works fine), under a table, or in any other unusual place. (Use this strategy only with children who are *very* familiar with the room and the materials in it.)

**Group Games (to decide who will plan/recall next)**

6. Hula hoop
   - ✦ Everyone holds a hoop marked in one place with a small piece of colored tape or a painted line. Everyone sings a song and passes the hoop through their hands. The group stops rotating the hoop at the end of the song. The child nearest the mark then takes a turn planning or recalling.

7. Rope
   - ✦ Adult makes a circle with rope and uses the rope as in the hula hoop activity (#6).
   - ✦ With rope still in a circle shape, adult asks, "Anyone planning to work in the playhouse (block area, computer area, book area, etc.) today, step inside the circle." Children inside the circle describe their plans.
   - ✦ All the children and adults grasp the rope and move about the room like a train; each child "gets off" at the area in which he or she wants to work.

8. Bean bags
   - ✦ Children and adults play "hot potato"—the child who ends up with the potato tells the adult his or her plan.
   - ✦ Each child makes a plan, then tosses the bean bag to a friend so that he or she can make a plan.

9. Shell game
   - ✦ Children take turns guessing which shell the ball is under. The child who finds the ball tells his or her plan.

10. Yarn
    - ✦ With the planning group sitting in a circle, the group passes a ball of yarn around the circle, unrolling the ball as they pass it. Whoever ends up with the end of the yarn is the first to plan.

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11. Bottle
    - Children take turns spinning the bottle. When the bottle stops, the child it is pointing to gives his or her plan.

12. Colors and other attributes
    - Adult or child says, "Who is wearing blue (green, red, etc.)?" Those wearing the color make their plan.
    - Adult or child says, "Who has buttons on their shirt?" (Or, "Who is wearing sweatpants/jeans?")

13. Sack
    - Adult puts cards with each child's name or symbol in a sack. Children take turns drawing cards. The child whose card is drawn plans next.
    - *Variation:* Instead of children's names or symbols, adult puts photographs of children in the sack.

14. Purse
    - Children use a purse to go collect something they want to work with or did work with.

15. Ball
    - Children toss the ball to one another. Whoever catches the ball is the next person to plan/recall.
      *Variations:* Roll or bounce the ball.

16. Alarm clock
    - Children pretend they are sleeping. Teacher rings the clock to "wake up" each child one by one and ask for his or her plan.

17. "Simon Says"
    - Play "Simon Says" (Example: "Simon Says, if you are going to use the blocks today, you may go ...").

18. Balance beam
    - Children take turns walking the balance beam — they can try walking forward, backward, or sideways. As children get to the end of the beam, one by one they tell their plans.

19. String a bead
    - As each child makes a plan, he or she adds a bead to the string of beads the teacher is holding.

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20. Paper clip
    - ✦ Children make a paper clip chain. As they tell their plans, they add to the chain.

21. Song or chant
    - ✦ Adult makes up a planning song or chant, for example:
      *It's planning time, it's planning time,*
      *We're eager and we're gay.*
      *It's planning time, it's planning time,*
      *Where will you work today?*
      *Variation:* Children and adults make up a similar song or chant for recall time.

**Props and Partnerships**

22. Pointing/touching (nonverbal)
    - ✦ Child points to an area. The adult models planning/recall language by describing where the child is pointing.
    - ✦ Child points to or touches an object in an area. The adult models planning/recall language by describing what the child is pointing to.

23. Large & small objects
    - ✦ Children bring something they plan to (or did) work with to the table, where there are a large and a small piece of paper (or a large and small box). After each child tells what he or she plans to do (or did) with the object, the adult asks, "Does this fit better on the large paper or the small paper?" Child places the object on one of the pieces of paper (or in one of the boxes).

24. Paper cup
    - ✦ Child puts something he or she wants to play with in the cup.
    - ✦ Child puts a small hole in the bottom of the cup and uses the cup as a telescope to look at the area of the room where he or she wants to play.

25. Telephone
    - ✦ Using two telephones, children take turns calling the teacher to discuss their plans.
    - ✦ In an extension of this activity, each child chooses a "phone number," then uses the number when dialing, calling out each number.
      *Variation:* Children use a string-type telephone.
      *Variation*: Children use walkie-talkies.

26. Paper towel tube
    - ✦ "I Spy" — Child looks through the "spy glass" at the area he or she is going to work in.
      *Variation:* Children use real binoculars.

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27. Video camera
    - With a pretend video camera, children point to the area where they want to work and describe what they will do.
    - If the program has a real video camera, the adult takes short clips of each child's work-time activities and then shows it to the children during recall. Children love seeing themselves on television and talking about what they were doing.

28. Flashlight
    - Children spotlight the area they want to work in.
    - Children take turns spotlighting one another to indicate who tells their plans next.

29. Tape measure
    - As the adult holds one end of the tape measure, the children take turns pulling the end of the tape to the areas they are going to work in. Children read tape and pretend to measure how far they had to go.
    - Adult makes a pointer by extending the tape measure several inches and pushing the button to keep it extended. Children use this to point to areas and objects that are involved in their plans.

30. String or yarn
    - As the adult holds one end of a long piece of string or yarn, the children take turns stretching their end of the string or yarn to the area they want to work in.

31. Tape
    - Put a piece of tape on the object or area where you want to play.
    - Children can draw small pictures on the tape or they could use the tape to indicate on a map or planning/recall board what they did that day.

32. Hats
    - Children take turns pulling objects (that they've brought from different areas of the classroom) out of a hat. As children identify the area an object comes from, the adult asks who brought that particular object and what they plan to do with it.
    - Each child wears the "planning hat" while giving his or her plan.

33. "Feelie" box
    - Adult places objects that children used during work time in a box. Children take turns guessing objects by how they feel, naming the object, describing how the object was used, recalling what they did with it.

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34. Boxes
    - ✦ Adult sets out boxes of different sizes. Each child finds an object from the interest area where he or she is planning to work that fits in one of the boxes.
    - ✦ Adult makes a tunnel out of one or more large boxes. Children crawl through the tunnel, and as each child comes out the other side, he or she tells the adult a plan and then goes to work.

35. Stuffed animals
    - ✦ One by one, children tell the stuffed animal their plans.

36. Puppet
    - ✦ Each child tells his or her plans to a puppet (teacher).
    - ✦ The child controls the puppet while telling his or her plan.

37. Role play
    - ✦ Children play the role of the teacher at planning time. Children take turns being the "teacher" who is asking for and listening to individual children's plans.

**Representations**

38. Path
    - ✦ The adult draws large squares with symbols representing each area on a long roll of paper or cardboard. The adult rolls out the "area path" on the floor and asks each child to walk down the path and stop on the square that contains the name of the area in which he or she would like to work. As an alternative, the children leave their names or symbols on the square.

      *Variation*: Children stay on the squares, waiting to see who else will be going to the area; they then talk with peers about their plans; they may also count how many are going to each area.

39. Written plans
    - ✦ Child traces around an object he or she plans to use at work time.
    - ✦ Child draws a picture showing what he or she plans to use or do at work time (representations may be of the objects or materials to be used, the planned activity, or the finished product that is anticipated).
    - ✦ Child dictates plans to an adult or attempts to write letters or words about the planned activity or area in which he or she is planning to work.
    - ✦ Child keeps a planning journal or notebook.

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- Child fills in a planning form. (Example: *"Today, I would like to work in the _____ area."*) The form may also have room for the child to draw a picture.

40. Chalkboard
    - Children draw representations of their plans on the chalkboard using white or colored chalk.

41. Planning board
    - Children gather around a large poster depicting the interest areas through drawings, magazine pictures, or photographs. Children can point to, touch, write their names near, or clip a clothespin to the picture of the area they choose to work in.

42. Area cards
    - Adult creates a flashcard set showing all the areas (using drawings, magazine pictures, or photographs). Children use the cards as they discuss where they are going to work or the sequence of areas they will work in.
    - Adult puts area cards face down or places them in a hat or bag. Adult then draws out a card and asks who would like to work in that area and what each child will do there.

43. Pockets
    - Adult makes a planning board with pockets representing each area. Child puts his or her symbol in the pocket for the area in which he or she is going to work. (Pockets can be made by children from paper, or you can use real ones cut from old clothing.)

44. Tape recorder
    - Children take turns using a tape recorder to record their plans.
      At recall time, children listen to the plans they made and discuss whether they followed their plans or made changes.

45. Clue game
    - At recall time, adult says, "I saw someone using something long, pointed, shiny, and sharp today. What did that person use? ... What area did it come from? ... Who used the material? ... What did you do with the material?"

46. Hammer a nail
    - Teacher sketches a simple planning board on a piece of wood. Children hammer a nail in the section showing the area where they want to work. Styrofoam and golf tees may be used as a "low impact" alternative.

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47. Computer
    - ✦ Adult types in each child's plan as children dictate them.
    - ✦ Children print out their plans and draw pictures to go with them.

48. Pantomime
    - ✦ Children pantomime what they plan to do (or did) during work time.

49. Robots
    - ✦ Using robot-like voices and movements, children give their verbal plans and go to the areas.

50. Graph
    - ✦ Adults and children make picture graphs to show which areas children are planning to (or did) work in. They discuss which area had the most/least children.

51. Fishing pond and pole
    - ✦ Pictures can be placed in the pocket of the fish if you desire. Examples are: pictures of items, a small object, shapes, directions, etc.
    - ✦ Several children can fish at once to avoid wasting time. After children catch their fish, they give their plan/recall.

52. Clothesline
    - ✦ Students clip the area cards they will work at or have worked at to heavy yarn or string using clothespins.

53. I made my plan/recall!!!
    - ✦ Students give their plan/recall and choose a stamp or sticker after they plan/recall.

54. Hula Hoop (variation of #4)
    - ✦ Chant: "Hey, hey, hey, what's your plan today?" or "Hey, hey, hey, where did you work today?"

55. Hammer a tee (variation of #41)
    - ✦ Have a planning board on Styrofoam. The children hammer the golf tee in the section showing the area where they want to work, or did work.

56. Map of room
    - ✦ Floor plan of classroom.
    - ✦ Each child has his or her own map of the room. The children use people, dinosaurs, cars, etc. to drive around and share their plan/recall.

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57. Written area plan (extension of #7)
    - ✦ The child can circle or color the area they plan to work in or the area they did work in. The child can dictate their plan to the adult if that is desired.

58. Sing plan or recall
    ("Paw Paw Patch" tune)
    - ✦ "_____ _____ (Name) What did/will you do today? (3 times) What will/did you do at work time?"

59. Guess
    - ✦ Ask children to bring an object from the area they want to go to/or went to. "Guess" what they have/where they want to go.

60. Choose a shoe or boot
    - ✦ Everyone has a shoe or boot. The mates are drawn out of a bag one at a time. When their matching shoe is drawn, children identify their mate and then plan/recall. Children spontaneously make so many observations from this strategy, and they love it! (Obviously, many objects could be substituted to develop concepts.)

61. Necklace
    - ✦ Plan: Make a necklace about where you want to go at work time.
    - ✦ Recall: Make a necklace about where you went at work time.
    - ✦ Use photocopied pictures of various areas in the room, hole punch, and yarn.

62. Partners
    - ✦ Tell your partner your plan/recall.
    - ✦ You can use several props to encourage this, such as phones, paper, paper towel rolls, puppets, etc.

63. Planning board (extension from #8)
    - ✦ On large paper or poster board, have area pictures. The children can put their picture or symbol by the areas of the room they plan to work in or did work in.

64. Chant
    - ✦ The child tells his or her plan/recall and the group repeats it by patting knees, the floor, etc., repeating back the child's plan/recall.

65. Clip plan
    - ✦ Areas of the room are on round poster board in sections (like pizza slices). The children each have their own board and can put clothespins or paper clips on the area where they want to work, or where they did work.

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# Letting Go of "What's in the Cookbook": Weaving Connections from Child to Teacher

*Patricia Brokman*
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Children's own lives and interests can be a good source of inspiration for planning classroom activities. To become child oriented in the planning process, teachers must develop skills in observing, planning, and evaluating children's daily experiences. Join us as we learn how to use classroom observations to influence team planning and evaluate daily activities leading to a trust in the power of play.

## Child-Oriented Lesson Plans: A Change of "Theme"

*It's "Yellow Week" at Everytown Day Care. The lesson plan posted by the door lists many activities, materials, and experiences that the adults have planned to help the children learn more about the color yellow. Some of the planned activities include making yellow modeling dough, putting yellow paper on the easel, telling the parents to dress their children in yellow clothes during the week, and reading stories and singing songs about things that are yellow, such as the sun, corn, and flowers. In creating the plans for this year's "Yellow Week," the adults used curriculum resource books, materials they had stored in a curriculum file cabinet, and last year's lesson plans.*

Every teacher of young children faces the challenge of planning what to do each day in the classroom. One of the most common ways to create lesson plans is the theme-based approach, in which adults choose a theme (like "community helpers," "dinosaurs," or "yellow"), then plan their activities and materials around this focus.

This theme-based approach to planning is used in the majority of preschool programs today. Early childhood educators often cite many advantages of using themes: They are a convenient vehicle for organizing and planning activities; they insure that the program has tangible educational content; and they enable adults to expand children's horizons by introducing new topics and materials.

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But despite the widespread popularity of theme-based planning, the themes adults choose are not always developmentally appropriate or meaningful for young children. For children to make sense of a theme, it must be relevant to their interests and experiences. There is no guarantee that a theme invented by a teacher, chosen from a book, or taken from last year's lesson plan will match children's interests, experiences, or developmental levels. Sometimes, too, adults may be so preoccupied with the chosen theme that they fail to recognize the children's own interests and preferred play activities. "Blinded" by the theme, adults may miss opportunities to support and extend what children are doing and thinking about.

Let's return to Everytown Day Care for an example of the pitfalls of overemphasizing a theme. A group of children there are using cardboard tubes, shoeboxes, and small counting bears of many colors, pretending that the bears are "cave exploring." Because it is "Yellow Week," however, the teacher working with the children is more interested in having children identify which bears are yellow and what the yellow bears are doing than in participating in the children's cave-exploring play. The children's interest in cave exploring presents many possibilities that the teacher could have extended later in the week: for example, the teacher could bring in big boxes to "go exploring" in, find books on caves or songs about bats, and use flashlights as planning or recall props. Instead, the adult focused on *her* agenda, "yellow", and missed these opportunities for building on the children's play.

## An Alternative — Child-Oriented Planning

In an alternative approach to lesson planning that we have developed at High/Scope, adults identify children's interests and developing abilities, then build their lesson plans on these observations. Throughout this process, adults use the High/Scope key experiences to help clarify the developmental significance of children's actions and to suggest related experiences that may be appropriate for children.

Making the transition to a child-oriented planning system may be difficult for teachers and care givers who are accustomed to planning in the more traditional way. To help adults make this shift, we often suggest they start with what is most familiar, which, in most cases, is a theme-based approach. We help adults to see that we don't reject themes; rather, we encourage adults, as much as possible, to get their theme ideas from children's experiences.

This requires that the adults in the classroom become daily observers of children to discover what is meaningful and important to them. What kinds of objects and materials do children like to play with? What books, songs, and finger plays are they familiar with? How complex is their play? What kinds of roles are they enacting? What ideas, experiences, or events do they talk about the most?

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Once such observations are made, adults need a systematic way to record and discuss them. To do this, teachers in the High/Scope Demonstration Preschool meet daily after the children have gone home to discuss their observations and to record them on a form from High/Scope's *Child Observation Record (COR)* assessment kit, called the *Key Experience Notes*. This form provides space for adults to classify children's actions according to the High/Scope key experiences. Adults do not make notations on each child's form every day, but instead review the major happenings of the day and record them on a few of the children's forms. In programs that do not use the *Key Notes* form, adults may use the High/Scope *COR Anecdotal Notecards* to record their notes according to the six COR categories of child development, or they may prefer to keep daily logs or portfolios on children. In all such recording processes, adults are developing objective observation skills, relating what they observe to the classroom curriculum, and using the information they have recorded as a starting point for discussions with each other. Whatever the system adults use for discussing and documenting their observations of children, the next step in establishing child-oriented planning is developing plans for the next day that build on these observations.

## A Typical Play Theme

The following event, which occurred recently at the High/Scope Demonstration Preschool, illustrates how the teachers there incorporated their observations into plans. A telephone repair crew arrived one day to fix some telephone wires connected to the classroom building. The children were fascinated as they watched the crew climb up the telephone poles and use the lifts on the truck. They were also interested in the crew's special equipment and clothing: their spiked boots, hardhats, and tool bags. For the rest of that day, the children represented the experience of the telephone repair crew in a variety of ways: pretending to be repairmen themselves by wearing hats, making and wearing "tool belts," and climbing on chairs to fix the "wire." During that day's planning session, the teachers noted the children's obvious interest in this experience and made plans to use the theme of the telephone repair crew during the rest of the week.

The adults' role during lesson planning was similar to their role during work time: they explored ways to support and extend children's interests and abilities using the High/Scope key experiences as a reference for understanding the children's actions. All during the children's telephone repair crew play, the teachers observed what the children did and how they did it. Because they recognized that the children had been engaging in representation key experiences (*imitating actions and sounds, pretending, and role playing*), they recorded their notes in the creative representation category of their *Key Experience Notes* form. The teachers also observed that when some children watched the repair crew at work and climbed up on chairs to imitate them, they were involved in spatial key experiences (*experiencing and describing relative positions, directions, and distances; observing from a different spatial viewpoint*).

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In planning ways to extend on this play, the adults decided to create additional opportunities for children to continue their representational and spatial learning in the context of the telephone theme. During planning time, for example, they decided to ask children to plan by talking to one another on toy phones and by stretching "wires" (pieces of string) to the places they wanted to play in. They planned to observe whether children's interest in representing the telephone experience would continue and whether they would describe positions, directions, and locations as they discussed their plans. They also decided to give children additional opportunities to represent the telephone experience by planning two small-group times: one in which children made "construction belts" (the adults brought in old belts and children fastened objects from the classroom on them) and another in which children used Play-Doh (the teachers planned to observe whether children would make models of telephones and phone wires with the Play-Doh).

In concluding, it is important to note that the telephone theme was not the only focus for adults and children that week. In fact, children engaged in many different kinds of play, both individual and cooperative, that the staff also supported. Some children were interested in making spiders from pipe cleaners; others were attracted to a new computer program that was available; and several spent time wrapping "presents" for family members. Staff recognized and supported all these interests as they interacted with children. The telephone theme stands out because it was the basis for so many classroom activities, but adults didn't focus exclusively on this theme in working with children.

Whether or not a child's activities reflect a prevailing "theme," **the guiding principle for adults is to be responsive to children.** When adults use children's ideas and interests as the source of inspiration, either for interacting with children individually or creating lesson plans, they ensure that the resulting activities will be developmentally appropriate and in tune with children's needs and interests.

Source: Tompkins, Mark. 1990. "Child-Oriented Lesson Plans: A Change of Theme", *High/Scope Extensions* (December):1–3.

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# Outside Time Is Not Just For Kids

*Kathleen Carothers*
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Outside time is not a time for teachers to take a break. The learning goes on. This workshop will address the teacher's role and the importance of the High/Scope interaction strategies when the children are outside. Participants will develop strategies for interacting with the children in creative play and for using ordinary household materials for outside play. The participants will be involved in whole group discussion and small-group activities for application and practice.

## Play and Conversation

From High/Scope's *Adult-Child Interaction Participant Guide*

Children engage in many different kinds of play, and each kind of play encourages particular kinds of conversations. Below we describe some types of play that are typical of young children, and the opportunities for conversation that adults may watch for during each type of play.

(1) **Exploratory play.** Exploratory play (in which children explore the functions and properties of materials and tools) is a relatively simple kind of play that doesn't always lend itself to *play-related* conversation. If 3-year-old Kevin is cutting, pasting, swinging, or rolling clay with his hands, he may or may not feel the need to explain or comment on what he is doing. However, because of its repetitive quality, exploratory play often offers a relaxed occasion for the child to initiate a conversation about a topic of personal interest like a new pet or a recent visit with Grandma.

(2) **Constructive play.** In constructive play, the child makes or builds something. In contrast to exploratory play, this more goal-oriented play usually presents an opportunity for talk that is *related to the activity.* During constructive play, children may pause — to take a look at what they have done, to consider how to solve a problem, or simply to seek acknowledgment of what they have done so far. A brief conversation with an adult can be helpful at these times. However, it is important for adults who want to converse with children during constructive play to *wait for the child to pause* — if the child is wholly engrossed in making something, an adult's comments may simply be disruptive.

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(3) **Pretend play.** Role play or pretending usually stimulates lots of role-related conversation among children. An adult who takes part in the pretend play — by assuming a role related to the ongoing play or taking on a role assigned by the players — will naturally be included in these conversations.

(4) **Games.** Playing games (including action games like tag, or quiet games like card games or board games) is another common kind of play for young children. Such games often involve verbal negotiations over how to proceed and what to do next, and these are natural conversational opportunities

## Interaction Strategies That Encourage Active Learning

(1) **Join children at their level.** To enter a child's play or to make yourself available for conversation with a child, *position yourself at the child's physical level.* This may mean squatting, kneeling, sitting, and occasionally even lying on the floor. This way, children are not "looking up" to you, and you are not "looking down" on children.

(2) **Use the SOUL process to approach interactions with children:**

- **S — Silence**. Silently observe and listen to children, gaining the child's perspective rather than imposing your own. When adults are silent, they are more easily attuned to children's cues, leads, and ideas.
- **O — Observation**. Observe a child according to a specific focus (for example, plan status, social setting, play type, key experience). This will allow you to see and gain reliable information about what children are actually doing and perhaps how they are thinking.
- **U — Understanding.** Try to understand a child's actions from the child's point of view. This will enable you to form an interaction plan suited to that particular child and situation.
- **L — Listening**. Listening to children, attending carefully to what they say, and waiting for and following their conversational cues will help you learn about the unique language and thoughts of each child. An adult's supportive presence also takes the pressure off children, allowing them to communicate with adults in their own words, at their own pace, in their own time.

The SOUL process was developed in the INREAL (IN-Class REActive Language) project directed by Rita Weiss at the University of Colorado at Boulder. (Weiss, R. (1981). INREAL intervention for language handicapped and bilingual children. *Journal of the Division for Early Childhood, 4,* 40-51.)

(3) **Use interactive matching and turn-taking.** Another approach to adult-child interaction that supports children's active learning is based on "turn-taking" and "interactive matching" of adult and child behaviors. Turn-taking and interactive matching help adults achieve

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balanced interactions with children in which they share control of the activity by becoming partners in play. Some of the most useful strategies from this approach are the following: take one turn (do or say one thing) and wait for the child to take a turn; imitate the child's actions and vocalizations; adopt the child's pace of activity; expand occasionally on the child's actions and vocalizations; and return to the child's activity if there is a decrease in activity, attention, engagement, or enjoyment after you initiate a change. These strategies are based on elements of the TRIP (Transactional Intervention Program) model developed by Gerald Mahoney and Amy Powell at the University of Michigan and the University of Connecticut. (Powell, A. (1990, Winter). The High/Scope program for infants and toddlers with special needs. *High/Scope ReSource,* 1, 12-16.)

(4) **Use comments or observations as conversational openers.** Waiting for the child to open a conversation is often the most effective strategy for the adult who seeks to converse with a child. However, it is sometimes appropriate for the adult to make the first conversational move. To invite a child to talk with you, *begin with a comment or an observation, rather than a question.* This gives the child control over his or her response and, consequently, over the direction of the conversation. Note how the adult uses nondemanding comments as conversational openers in the following two examples:

*(Emma, a preschooler, brushes the coat of a fluffy stuffed dog.)*
Adult: My dog, Stanley, likes to have his coat brushed.
Emma: So does my doggy. He hates baths. . . .

*(Tyson, a 4-year-old, is standing at the workbench with a car he has made.)*
Adult: You made a very long car, Tyson.
Tyson: I got this long piece and this other piece on top.
Adult: Yes.
Tyson: These are the wheels. . . .

(5) **Label and describe the child's actions.** When you describe and comment on what children are doing, your language has meaning to the children because it concerns something they are interested in — the materials they have chosen to use and the ways they are using them.

(6) **Acknowledge what children say.** You can encourage children to continue to talk about their actions and thoughts by making frequent statements of acknowledgment. These might include nonspecific comments like "Oh" or "Uh-huh" or statements that repeat or restate what the child has said. Repeating is an effective technique because it clarifies what the child has said, and is very supportive of the language a child uses. In addition, this technique encourages children to keep talking because it indicates that you are interested in knowing more about the topic the child has chosen.

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Child: It was a big red truck with lots of hoses.
Adult: It was a big red truck with lots of hoses.
Child: Yes, and it went *rrrrr, rrrrr, rrrrr,* when it went by.
Adult: *Rrrrr, rrrrr, rrrrr* is the noise it made?

(7) **Encourage children to expand or extend the range of the conversation.** In the context of a natural conversation, you can often add new ideas or elements into the discussion with children by making personal comments about your own life or experiences that relate to the child's topic:

Child: That dog is running fast.
Adult: It sure is running fast, almost as fast as the cars.
Child: Our dog is in the house.
Adult: I have a dog, too. Sometimes he is in the house and other times he is outside. He looks a lot different from the dog we saw.
Child: How does he look?

You can also help extend a conversation by asking children how they solved a problem; by asking them to describe what they did and what they will do; and by encouraging them to help you solve *your* problem. This last strategy is particularly valuable because it indicates your respect for their ideas and solutions to problems:

Adult: I'm having a difficult time getting this to stand up. Kevin, how did you get yours to stand up?
Kevin: Put the big ones on the bottom and the small ones on top.
Adult: Oh, so I do it like yours, with these big ones here on the bottom and the small ones here on the top.
Kevin: Right, just like mine. Do you want to build together?

(8) **Ask questions sparingly.** Too many adult questions can dampen conversation with young children by keeping the adult in control of the conversation and forcing the child to respond to the adult's agenda. However, *the right kind of adult questions — those that are responsive to children's play interests* — can sometimes stimulate a rich dialogue with children, *if they are used sparingly.* Questions that discourage conversation tend to be questions about facts the questioner already knows (What color is that? Which board is longer? Is that a house?), or questions unrelated to the situation at hand (Child is coloring. Adult asks, "How is your new baby brother?"). On the other hand, when questions are asked out of genuine curiosity and relate directly to what the child is doing, they may stimulate discussion.

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Among the best kinds of questions are those that encourage children to describe their thinking (for example: How can you tell? How do you know that? What do you think made that happen? How did you get [the ball] to . . . ? What do you think would happen if. . . ?).

## Outdoor Play Space Checklist

From High/Scope's *Learning Environment Participant Guide*

The following are ideas for furnishing, arranging, and landscaping an early childhood outdoor play space. A quality outdoor play space can occur in many forms. This list suggests materials and design criteria that satisfy the physical, emotional, and cognitive needs of young children, as diversely as possible. Use it to assess your play space. What elements do you already have? What could you add or change to provide richer play experiences for children?

### Stationary Equipment, Landscape Elements, and Loose Materials

*Things to climb on:*

___ permanent climbers
___ jungle gyms
___ climbing nets
___ ladders

*Things to balance on that change directions:*

___ railroad ties
___ balance beam

*Things to swing on:*

___ commercial swing set
___ rope swing from tree
___ tire swing
___ low canvas or net hammock
___ spring-based toys (rocking)

*Things to slide on:*

___ commercial slide
___ hill slide
___ low ramp (also for wheeled toys)
___ fireman's pole
___ low cable ride

*Things to get on top of and look out from:*

___ raised platform
___ low tree house
___ hill

*Things to play inside of (child-scaled enclosures):*

___ playhouses
___ refrigerator boxes (staples removed)
___ dense shrubbery

*Things to make music and rhythm with:*

___ pipe chimes, bells
___ tin drums, trash-can drums
___ instrument strings strung on a frame
___ slatted fence with varying spaces (to run sticks across)
___ sandpaper blocks, margarine container, maracas

*Things for sand/water play:*

___ sand pit, water table, wading pool, tub
___ hose or hand pump
___ pea gravel/pebbles, sawdust, wood shavings, leaves, pine cones, or snow (add to/substitute for sand)

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___ spoons, shovels, scoops, pans, dishes, silverware
___ sifters, strainers, funnels, food cartons and containers
___ plastic squeeze bottles, bottles equipped with siphon pump (hand lotion or glass cleaner bottles)
___ waterproof smocks

*Things to garden with:*
___ garden plot
___ window boxes
___ tubs with soil
___ watering can or garden hose
___ gardening tools
___ seeds, bulbs, flowers, plants
___ naturally occurring plants

*Things to jump on and over:*
___ inner tubes/trampolines
___ old mattress
___ pile of leaves
___ ropes

*Things to push, pull, and ride on:*
___ tricycles
___ wagons
___ scooters
___ wheelbarrow
___ strollers

*Things for kicking, throwing, and aiming:*
___ balls, large and small
___ bean bags
___ low hung basketball hoop
___ pails, buckets, boxes
___ bull's eye painted large and low on a fence board

*Things to pretend with:*
___ boat, car, plane, train, spaceship
___ enclosures, playhouses
___ telephone on playhouse or pole or in booth
___ mailbox
___ low clothesline with pins
___ small working flagpole with flags
___ gas pump handle and hose
___ binoculars
___ helmets, hats, goggles
___ backpacks
___ mounted steering wheel

*Things to build with:*
___ boards of varying lengths and dimensions (2 in. x 4 in., 1 in. x 2 in.)
___ cardboard boxes
___ Styrofoam sheets, boards, or packing pieces
___ interlocking (slotted) plywood, sanded smooth
___ old sheets, blankets, carpet scraps
___ string, rope, pulleys
___ small sawhorses
___ tires, inner tubes

*Things for making outdoor artwork:*
___ paint buckets and house-painting brushes
___ big rolls of paper
___ wall easels to hang on fences
___ thick colored chalk
___ fabric scraps (for weaving on fences, other structures)

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**Source:** Adapted from Harris, Vincent. 1991."Materials: The 'Right Stuff' for Outdoor Play" In *Supporting Young Learners*, Nancy Altman Brickman and Lynn Spencer Taylor, eds., 1972. Ypsilanti, MI: High/Scope Press

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# Worksheets to Workshops in Mathematics in the Elementary Grades

*Jill Claridge*
*Director of Educational Services, Child Study Center, Fort Worth, Texas*

This workshop will introduce strategies to change worksheets to workshops in the kindergarten through third grade program.The active learning elements will provide the focus of the workshop. There will be hands-on materials and interactions with other educators.

## Key Experiences for K–3 Mathematics

**Operations on Collections of Objects**

- Assembling collections; forming a collection into a "train" (adjacent objects related); building with collections of objects
- Sorting objects into many small (possibly overlapping) groups (white buttons, big buttons, metal buttons), based on common attributes
- Comparing collections 1-to-1; determining "more," "less," "the same as"
- Sorting a collection, then re-sorting with new criteria
- Ordering members of a set (by smoothness, by shades of color); using "before," "between," "after"
- Identifying an "empty" sorting category
- Partitioning a set in various ways; observing the patterns of its subsets (visually and numerically)
- Sorting a collection into 2 categories, based on negation (red, not red); sorting into 2 or more mutually exclusive categories
- Grouping and counting objects by 2s, 5s, 10s
- Sorting or ordering objects according to 2 characteristics at the same time (big red, small red, big yellow, small yellow)
- Creating rectangular arrays of objects (24 objects put in 3 rows of 8)
- Creating and identifying sets that can be constructed by combining a number of equal subsets

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- Distributing a set into a given number of equal subsets (equitably sharing 12 cookies among 3 children); distributing a set into subsets of a given size (forming pairs of socks from 10 identical socks)
- Identifying sets and their subsets in collections of objects (sorting 2-hole and 4-hole within the set of white buttons, within the set of red buttons, etc.)
- Determining what part a subset is of the whole set

**Number and Numerical Operations**

- Recognizing or counting small sets (up to 5)
- Using the words "one, two, three, ..." in consistent order when attempting to count beyond small sets
- Using one word for each item counted, when counting beyond small sets
- Using counting to determine cardinality of a set
- Using counting to verify equivalence or nonequivalence of sets
- Creating and extending simple numerical patterns (using 1 more than, 1 less than); identifying simple numerical patterns
- Comparing two numbers (5 is greater than 3); ordering three or more numbers (putting 9, 5, and 7 in order)
- Using 0 for the empty set
- Recognizing addend patterns for a given number; performing combination and separation to see patterns of addition/subtraction relationships (if 2 + 5 = 7, then 7 - 5 = 2)
- Using moves on the number line to correspond to skip counting, to patterns of related addition and subtraction (adding 5 to 3 to get 8, subtracting 5 from 8 to return to 3)
- Grouping and regrouping objects to correspond to the values of digits in multi-digit numbers; making exchanges between equivalent sets of coins
- Grouping and regrouping objects to correspond to addition and subtraction of multi-digit numbers
- Identifying patterns in arrays of numbers (100s chart, addition table, calendar)
- Connecting arrangement of a rectangular array of objects with multiplication (3 rows of 4 with 3 x 4)
- Grouping, regrouping objects to correspond to multiplication involving multi-digit numbers (3 x 24)
- Connecting arrangement of a rectangular array of objects with division, with or without remainders (21 yields how many rows of 3?)
- Seeing patterns of multiplication/division relationships (if 3 x 5 = 15, then 15 ÷ 5 = 3)
- Using a pair of numbers to represent a part-whole relationship (a fraction of a geometric shape or of an array)

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**Geometry and Space**

- Constructing with 2-d, 3-d shapes; recognizing like shapes; naming simple shapes (circle, square, triangle, cube, cone)
- Identifying attributes of 2-d and 3-d objects (corners, faces, curves, edges); sorting by shape, size
- Determining shape equivalence by fitting objects together
- Identifying simple shapes within complex shapes (the circle in a cylinder, the rectangle in a table top)
- Identifying positions and spatial relations (next to, above, below, inside, outside)
- Creating and extending simple linear patterns
- Ordering three or more objects by size (sequencing rods, squares, cubes); inserting additional objects into an ordered series
- Building complex shapes by putting simple shapes together
- Creating straight lines by folding, stretching string, sighting; creating 2-d figures involving straight lines; creating and identifying symmetry with respect to a line
- Creating 2-d patterns; using 2-d coordinates to locate objects
- Creating a circle using a string and center point; exploring shapes and symmetries created by folding a circle
- Creating 3-d shapes involving straight lines and curved lines by folding, cutting, modeling; using a plumb bob to determine vertical lines
- Wrapping string to determine perimeter, circumference; covering a surface with squares to determine area; filling a space with cubes to determine volume or capacity
- Creating right angles by folding; identifying right angles by comparison; comparing the size of two angles (bigger, smaller)

**Measurement of Continuous Quantity**

- Pouring, filling, and emptying with fluid, grains, and sand; using quantitative words (big, long, heavy, slow)
- Comparing lengths by side-by-side matching (of strides, heights, rods, strips)
- Comparing the appearance of a given quantity when poured into containers that are variously shaped (with like or unlike capacity)
- Filling containers by repeated pouring from a single smaller container; comparing capacities of two unlike containers by pouring from one to the other
- Comparing weights by balance ("more," "less," "the same")
- Comparing two lengths or two capacities by comparison with an intermediate object or container (matching each length with a piece of string)
- Comparing weights of objects by the extent they stretch a spring or elastic; ordering objects by weight

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- Assigning a numerical value to the measure of a physical property (length, weight, capacity) by using multiple "unit" objects (counting "how many paper clips long" an object is)
- Marking off a strip, a container, an elastic band, in nonstandard units of length, capacity, weight (respectively); marking off such measuring instruments in standard units (inches, cupfuls, pounds)
- Measuring to the nearest unit (standard, nonstandard); using standard measuring tools
- Combining, separating objects (or quantities) and determining the results by measurement
- Recording and comparing temperatures using a linear-scale (bulb-type) thermometer
- Measuring to a fraction of a unit ½, 1/4, 1/10)
- Measuring linear dimensions and using them to compute perimeter, area, volume

**Movement, Time, and Speed**

- Moving along pathways involving straight and curved lines; identifying fast, slow
- Forming and moving in circles with others; moving in rotational, periodic ways (see-saw, merry-go-round, swings)
- Identifying faster, slower, before, after
- Moving to a steady beat; following and creating simple clap patterns; counting swings of a pendulum
- Identifying the order of days of the week, months of the year; ordering events
- Timing by counting swings of a pendulum; timing by use of a sand timer
- Reading a sand timer by using it with a strip graduated in units of length
- Using a circular clock face to determine time to the nearest ½ hr, 5 min
- Measuring distances by counting turns of a wheel (trundle wheel, bike wheel); using rotational scales (thermometer, kitchen timer, weight-scale, speedometer)
- Telling time in hours and minutes (3:25)

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## Active Learning
## Self-Assessment

- Materials 0----------10
- Manipulation 0----------10
- Choice 0----------10
- Language 0----------10
- Support 0----------10

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- Activity:

- Narrative:

- Materials:

- Modifications:

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# Rethinking Active Learning: Considering the Child With Disabilities

*Kathy Clayton*
*Project Coordinator, Texas Education Agency, Austin, Texas*

The cornerstone of the High/Scope approach to preschool education is active learning. The active learning ingredients are materials, manipulation, choice, language from the child, and adult support. These ingredients capture the essence of the active learning process and should be used to evaluate and plan activities for children. For children with disabilities, it is sometimes necessary to rethink the framework in which these ingredients are implemented. This session will explore the issues concerning this rethinking and discuss strategies that address this challenge.

The cornerstone of the High/Scope approach to preschool education is active learning. Active learning occurs in environments that provide developmentally appropriate learning opportunities. These environments are flexible, "open framework" models of early childhood education. To create a quality environment that incorporates this child-focused philosophy is a particular challenge when working with children with disabilities.

Educators who work in inclusive settings are faced with a formidable task. To balance the relationship between developmentally appropriate practice (DAP) and the unique needs of children with disabilities is a challenge. Thoughtful consideration of the active learning ingredients; materials — manipulation, choice, language from the child, and adult support — can provide the foundation upon which to base strategies that will prevent an educational dilemma. The five active learning ingredients capture the essence of the process to plan and evaluate appropriate activities for children. For children with disabilities, it is necessary to rethink the framework in which ingredients are implemented. Appropriate modifications of the environment and proactive planning based on individual and group needs can avoid many of the obstacles to the active learning process.

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# Plan-Do-Review in the Elementary Grades

*Joanne Dalton*
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The plan-do-review is often the last High/Scope component to be implemented in the elementary classroom. Come discuss the rationale for the plan-do-review sequence and why it warrants at least 45 minutes in the daily routine. Add to the list of plan/recall strategies for the elementary classroom.

## History of Plan-Do-Review

During the fall of 1964 Sara Smilansky, an Israeli psychologist who was studying the sociodramatic play behavior of disadvantaged children in Israel, provided a day of consultation to the Perry Preschool staff in Ypsilanti, Michigan. During her visit, she proposed a three-part sequence of planning, working, and evaluating by children that was eventually incorporated, in a modified form, into the day at the preschool. The sequence, which seemed to make sense to both teachers and children, was quickly established in the program. Teachers found that the plan-do-review sequence encouraged children to take more responsibility for their own learning and allowed teachers to build on children's natural motivation for exploring and learning. It also enabled teachers to give children more individual attention.

In 1968, the High/Scope educational approach was first used in K–3 classrooms as part of the National Follow Through project. Teachers found that the plan-do-review sequence also worked well with elementary-aged children. Over the years, this sequence has continued to be a central element of the High/Scope approach.

Teachers have found that the **plan-do-review** sequence

- Capitalizes on children's intrinsic motivation
- Increases purposeful, focused activity
- Permits teaching and assessment to be individualized
- Promotes children's feelings of control, competence, and success
- Is an excellent time for children to apply concepts
- Offers varied contexts for social experiences with classmates
- Provides opportunities for children to practice self-control
- Increases the amount of language children use during the day

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## Planning Time

Planning time is a 5- to 10-minute period immediately preceding work time. During this time children think about and discuss what they will do during work time. There are many techniques for helping children plan. For example, asking children to write or talk about what they will do is an effective planning strategy. The planning process is essentially the same for all grade levels. However, the strategies used for planning can vary widely from grade level to grade level and from day to day. Some things to keep in mind concerning the planning process:

- There must be enough materials in the classroom to allow children a wide range of choices. To be certain you have enough materials to support children's choices, estimate the amount of each material you will need for all the children in the class; then obtain 1½ times this amount.

- Start planning slowly and build on each small success. As children learn to plan and get used to the routine, their plans will become more complex.

- Children should share their plans with the whole class or planning group whenever possible. It is often not possible to plan with each child every day. Children soon learn to plan independently, once they get used to the routine.

- Planning should be a fun activity that involves children and holds their interest.

- There are many different ways children can plan. Varying the planning format keeps planning interesting.

- Ideas for planning formats can often relate to a key experience or learning objective.

- Children can often help to create new planning strategies.

- Children get many ideas from listening to one another's plans.

- Social relationships in the classroom can play an important role in children's plans.

- The more detailed children's plans are, the more purposeful their activities will be during work time.

- As soon as a child makes a plan, allow him or her to get started.

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- Younger children and children that are not yet used to the plan-do-review process will change their plans frequently until they get used to the routine.

- Children's plans can change. When children change plans, acknowledge their decisions, e.g., "I noticed you've changed your plan."

## Work Time

The heart of the plan-do-review process, work time, is the 40- to 50-minute block of time when children carry out their plans. Because there are a variety of materials available in the classroom and children are allowed to follow their own initiatives, any number of activities can occur. This is an ideal time for teachers to learn more about individual children. Teachers' activities during work time can vary a great deal, often depending on what the children plan to do. Work time is typically a time when teachers observe, work with individual children, focus on some content area when appropriate, and maintain a constructive, supportive classroom environment.

**Some observations about the work-time portion of the day:**

- Children alter their original plans less often once they've gotten used to the plan-do-review process. This typically takes a week at the start of the year.

- Children need to be warned five minutes before the end of work time. This gives them time to mentally prepare for the coming change and helps cleanup time go more smoothly.

- Children's activities often take several days and turn into "projects."

- A great many language experiences, both verbal and written, take place during work time.

- It is important to keep work time free of outside interruptions.

**Work time will go more smoothly if . . .**

- The classroom furniture is arranged so that it is easy to see children from any area of the room.

- Traffic patterns are a consideration in the arrangement of the classroom.

- There are enough interesting materials available for all children.

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- Materials are stored in an organized way, so children can easily get them out and put them away.
- Children are allowed to change or modify their initial plans as work time progresses.
- The teacher maintains an awareness of the entire classroom.
- The teacher moves around during work time.

## Review Time

Review time occurs when children think about what they did during work time. Review time should come fairly soon after work time, while ideas are fresh and can be recalled easily. There are two components to review time: (1) evaluation — children think about how they would do things differently if they were to try their work-time activity again, mentally reviewing problems or situations that arose; and (2) representation — children talk about, write about, draw, or create some kind of product that stands for their activities during work time. Often, representation is the mechanism for evaluation. This is an important part of the day, for it can affect the success of the next day's plan-do-review sequence. As with planning time, both the complexity of review questions and the techniques that can be used to help children review can vary greatly.

**Some things to keep in mind concerning review time:**

- Review time occurs immediately after work time or cleanup time.
- Children get many ideas from listening to one another as they review.
- Every child should have frequent opportunities to review in front of the whole class. It is usually not possible for each child to do this every day. However, children soon learn to review on their own, once they get used to the routine.
- Children may review informally during recess, lunch, or while standing in line. Reviewing should be a natural process.
- Review time should be kept short and interesting.
- Personalities in the classroom often play an important part in review time.
- There are many ways to review. Frequently, children may lead review time or may be involved in designing a way to conduct review time.

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# Money: How To Write A Good Proposal

*Ann S. Epstein*
*Senior Research Associate, High/Scope Foundation, Ypsilanti, Michigan*

This session will explore what characterizes a good written proposal to obtain program funding. Working in small groups, participants will review a set of sample proposals to determine which ones a funding agency is likely to support. The entire group will then discuss the strengths and weaknesses of the sample proposals to identify those characteristics they want to incorporate into their grant writing. At the end of the workshop, participants will have an outline for a generic proposal, which they can adapt in writing their own grant requests.

## "Generic" Program Proposal Outline

[**Note:** Some funding agencies have a specific outline for you to follow. Whatever format you use, provide the following information to the proposal readers.]

### I. Introduction

A. ***Attention Grabber*** Get the readers' attention. Make them care about the subject of your proposal. Use devices such as quotes, a few powerful statistics, strong opening statements, etc. Quickly convince them that yours is a "meaningful" project that addresses a real need.

B. ***Proposal Overview*** Provide a straightforward statement of what you are proposing to do and what you are requesting from the funder. In one or two sentences, state the content, timeline, and cost of your project.

### II. Problem Statement

A. ***Problem/Issue Addressed*** Provide a clear statement of the problem or issues you propose to address. As appropriate, include a brief literature review, relevant statistics, recent items from the press, etc. How "technical" this section will be depends upon the proposal readers;

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ascertain beforehand if the proposal will be read by a Peer Review Panel or a group of "lay people" and then write for your audience.

B. ***Proposed Solution*** Briefly state why the project/solution you propose can successfully address this problem.

## III. Background

A. ***Institutional Credibility*** Briefly set forth the goal or mission of your organization (including type of services offered, community/population served). Offer "proof" of your institutional credibility and reputation (e.g., research/evaluation results of past projects, testimonials from agencies and individuals served, awards and citations from other professional organizations). Convince the readers that they can trust their money to your organization. (Additional support materials can be included in an appendix.)

B. ***Program Description*** Give a clear and concise description of your program and the services you offer. Emphasize distinctive characteristics and key features that make your program stand out. If necessary, put lengthy descriptive materials and back-up documentation in an appendix.

## IV. Project Proposal

A. ***Work Statement*** State clearly the proposed scope of work, i.e., what you intend to do. For each activity proposed, detail the tasks to be undertaken and how they will be accomplished. Include an evaluation plan to monitor the delivery of services and document their effectiveness. The clarity of this section will impress readers with your capability to complete the work.

B. ***Timeline*** Illustrate how each of the tasks listed in the Work Statement will be accomplished in chronological order. The timeline should show how tasks overlap and flow into one another. Indicate "when" and "what" products will come out of the project (such as client and service records, program manuals, progress reports, evaluation data, final reports.) Avoid promising deadlines that you know you cannot meet. Justify your timetable.

C. ***Staffing*** Identify the major staff positions in the project, describe the responsibilities associated with each position, and state who on staff will fill these positions. Provide a brief statement of the relevant background of key staff members; attach resumes in an appendix.

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## V. Concluding Statement

A. ***Final "Charge"*** The concluding paragraph is the proposal's final "charge." Generate a last burst of enthusiasm for the project.

B. ***Significance*** Close the circle of your case by referring back to the basic premise of the opening statement. Finish by emphasizing again the significance of the proposed project.

## VI. Budget Detail

A. ***Amount*** Make sure the amount you propose fits within the funder's guidelines.

B. ***Content*** The budget categories and specific activities (such as staff salaries, travel, printing costs) should follow logically from the work plan detailed in section IV.

## General Pointers Regarding Style

Remember that proposal reviewers often read many proposals at the same time; after a while brains may overload and proposals can blur together. You want your proposal to be both **readable** and **memorable** — make the reviewers' job as straightforward yet interesting as possible. Anticipate questions and potential areas of confusion; do the work for them. Some pointers:

- ***Language***. Use clear and simple language to communicate your points. Avoid jargon. But remember that simplicity need not be boring. You can make elegant and impassioned statements with uncluttered prose.
- ***Organization***. Be organized. Lead the readers through the proposal. Label each section (with side headings, boldface, etc.) and arrange the sections in a logical order. Use lists, charts, and formatting devices to clarify and highlight major points.
- ***Optimal redundancy***. Use "optimal redundancy" or the right amount of repetition of major points. Don't assume that readers will remember on page 3 a key fact you stated on page 2. Play it safe and "repeat" (in different words) the central ideas you want the readers to retain about your project.

## GOOD WRITING AND GOOD LUCK

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# *"I Hate You Dummy!"* — Exploring Strategies for Children and Adults as They Express Their Strong Feelings

*Betsy Evans*
*Field Consultant, High/Scope Foundation, Gill, Massachusetts*

*Rachel Underwood*
*Field Consultant, High/Scope Foundation, Bristol, England*

During this workshop participants will learn why it is important to deal with strong feelings before beginning to solve problems during conflicts — how to acknowledge children's feelings by reframing their strong language; how to set limits without punishing children; how to show anger while supporting children's self esteem. The negative implications of punishment will also be discussed as we explore logical versus punitive responses to children's behavior.

## Steps for Solving Problems and Resolving Conflicts

1. **Approach calmly:** Observe as you approach, prepare yourself for a positive outcome. Be aware of your body language; it says a lot about your intentions and feelings. It is important to be neutral in order to respect all the points of view. If you do not feel able to stay neutral, use an "I" statement ("I'm so angry because hitting hurts people") and delay the problem-solving process until you are able to be neutral.

2. **Acknowledge feelings:** Give recognition to the feelings the children are expressing, by using simple, descriptive words ("You seem angry/sad/upset"). Use words that also reflect the *intensity* of their emotions ("You are very, *very* upset"). This will ultimately help the child "let go" of the feelings, although the feelings may briefly increase in intensity before they subside. This "emptying out" is an important step that must occur before children can think clearly about solutions. Once children have "let go" of their feelings, let them know that you think *they* can figure out a way to solve their problem.

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3. **Gather information:** Tell children you want to hear from each of them. Ask open-ended questions that help them describe the details of the *actions* or *materials* that are part of the problem (not "*Why* did you do this?" or "How do you think she feels?" — such questions are too abstract). Listen carefully for the details and needs children are describing; they are the key to finding the solution.

4. **Restate the problem:** Using the details and needs children have described, restate the problem, clarifying any issues by asking for more detail, and reframing any hurtful language. (For example, "You can't play 'cuz I hate you" can be reframed, "You are very angry and you want to play alone?") Check with the children to see if they agree that you have identified the problem.

5. **Ask for ideas for solutions and choose one together:** Respect and explore all of the children's ideas, even if they seem unrealistic, considering how each might work. Help children think through the specifics of cause and effect so that complicated or general solutions become concrete and possible to carry out. Children may suggest, for example, "They can share." A suggested solution like this needs further exploration so that the actions that will happen are clear to all concerned.

6. **Be prepared to give follow-up support:** Children may need help in implementing the solution or difficulties may arise because one of the children is still carrying angry feelings that need further acknowledgment. Check with each of the children to see if the problem has been solved, especially children who have been very upset.

## De-escalating Conflicts

**Conflicts escalate when you ...**

- Use "you" statements
- Use intense body language (shaking a finger, grabbing a child)
- Make accusations or blame children
- Focus on the past
- Focus on the person rather than the problem
- Focus on your position
- Make assumptions

**Conflicts de-escalate when you ...**

- Use "I" statements
- Use gentle body language
- Are specific

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- Focus on present and future
- Focus on the problem
- Focus on children's needs and interests
- Listen carefully to both sides of the issue

**Source:** Adapted with permission from *Mediator Training Manual*, Franklin Mediation Services, Greenfield, MA (1989).

## Negative Implications of Punishment

- Makes children dependent on adults, while increasing adult control and authority
- Has negative effect on self-esteem:
  Makes children "other-directed" rather than "inner-directed"
  Focuses on "badness" of child rather than the problem or action
- Addresses adult's short-term needs, rather than child's long-term needs
- Promotes compliance and conformity
- Promotes fear, aggression, and resentment
- Develops mindless obedience rather than a *desire* to act constructively
- Teaches a desire to avoid being caught
- Inhibits child's ability to express strong emotions appropriately
- Creates an adversarial relationship between adult and child
- Physical punishment ...
  Teaches that violence is an acceptable way of expressing anger
  Teaches that if you are bigger, you are allowed to hurt

**Source:** Kohn, Alfie. (1993). *Punished by Rewards*. Boston: Houghton Mifflin.

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## Alternatives to Punishment

- Engage children in active learning experiences.
- Follow consistent daily routines.
- Intrinsically motivate children through play that ...
  - Is enjoyable
  - Is personally interesting
  - Gives children choices
  - Has a high probability of success
  - Promotes a sense of competence
- Support developmentally appropriate play by using interaction strategies based on sharing control with children.
- Engage children in a problem-solving approach to conflict that focuses on ...
  - Problems, not people
  - The process of expressing and listening to needs and feelings
- Use "I" statements ...
  - To express strong emotions
  - To give reasons for feelings
  - To give limited choices and logical consequences

## "I" Statements

"I" messages are another kind of limit-setting statement that may be used when problem solving must be delayed. In "I" statements the adult first describes his or her feelings and the reason for them ("I feel _____ because _____") then states the child's limited choices ("Your choices now are to _____ or _____"). "I" statements are often effective for situations when the *adult* has a problem, as, for example, when the adult has feelings or opinions that might make it difficult for him or her to be neutral during problem solving.

"I" messages describe actions, situations, feelings, needs, and reasons, rather than people. They offer an alternative to language that accuses, blames, or labels children who are engaging in unacceptable behavior. "I" statements may include the logical consequences of children's actions, which can be conveyed using *either/*or *when/then* language. When making "I" statements it is best for adults to avoid using the word *angry* too often. When possible adults should instead name the feelings behind their anger (for example, *afraid, sad, worried, upset*).

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Following are some examples of "I" statements:

"James, swinging sticks [action] near people's faces is not safe. I feel afraid [adult's feeling] someone will get hurt [reason]. You may *either* move away from people *or* put down the stick [either/or statement giving logical consequences and choices]."

"Charisse, I feel very upset because hitting hurts. I feel too upset to problem-solve with you right now. Your choices now are *either* to go to the water table *or* to use the punching bag. In a few minutes, when I am not upset, we will talk about this problem together."

"Sara, I feel frustrated because all the children are ready to go outside. *When* you have finished putting away the blocks, *then* we will all be able to go outside."

## Punishment: What Does It Teach?

- At lunchtime, Liana asks for more "pasgetti." Should the adult say, "You should know better!" and send Liana to the time-out area?

- Kazu, preparing to go outside, puts his boots on the wrong feet. Should the adult tell Kazu that, because of his mistake, he must stay inside to "think about it"?

- Louise holds a marker in a fist-like grasp instead of correctly positioning it between her thumb and index finger. Should the adult take the markers and put them away until Louise "learns to do it right"?

Most early childhood teachers would agree that children certainly should not be punished for making mistakes like these or for lacking particular skills.

Yet when children make *social* mistakes — when they quarrel, hit and kick, or "lose it" because they can't solve a problem — it's common for early childhood teachers to respond with punishment. When a child's social behavior is unacceptable, they may send the child to the time-out chair, exclude the child from outside time, or take a toy away.

Consider this example: At outside time, Luke and Lawrence are both pulling on a new stroller, hitting each other, and shouting. Should the adult punish Luke and Lawrence?

In a High/Scope program, the answer to this question is no. Punishing children for their social mistakes is inconsistent with our commitment to active learning. Teachers in High/Scope programs know that children learn best when they are intrinsically motivated and are actively involved in learning new skills. If Luke and Lawrence are removed from the situation and punished, they will not develop the skills they need to approach the problem more constructively

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the next time it occurs. During this moment of conflict, however, the children's keen interest in the stroller means they are highly motivated to find a more constructive solution to their problem. Punishing Luke and Lawrence might solve the adult's immediate problem of restoring order, but such an approach will not support the children's need, at a critical moment, to begin to acquire new social skills.

Later in this article we will consider alternative responses to Luke and Lawrence's dilemma, but first it is important to consider *why* adults punish and the implications of punishment for children.

**Why Adults Punish**

When it is clear that conflicts like these result from children's immaturity, why do many adults use punishment for the Lukes and Lawrences in their programs?

There are many reasons why adults punish, and the reasons vary with each adult–child situation. The most common is that most adults simply have no other model for dealing with children's unacceptable behaviors. Research informs us that children who are punished often become adults who punish. Having had no role models for constructively communicating strong emotions such as anger and frustration, adults do what they have seen modeled — they respond to the "out-of-control" child by taking over control. Instead of helping the child learn to be more "in control," these adults respond by venting their own strong feelings.

Another reason why adults punish children is that they feel a strong sense of responsibility for children's behavior. They fear that if they do not respond to the offending behavior firmly enough, with a sufficiently memorable consequence, the child may be tempted to repeat the behavior. They may express the fear that if an "impression" is not made, the child may grow up to be "bad," possibly even becoming a criminal.

Unfortunately, however, punishment often doesn't help the preschooler remember how to behave more acceptably. Since young children have difficulty holding more than one thought in mind at a time, children who are punished may remember only the fright or resentment created by an adult's anger or may only retain the message that they are "bad" or "naughty."

**Punishment and Behavior Change**

Even if the child does realize that a particular behavior is not acceptable, the punishment may still not have a *lasting* effect. Punishment usually results only in short-term changes in behavior because the child's *desire* to repeat the offending behavior has not changed, even though the child has outwardly complied with the adult's wishes. As a result, maintaining the new behavior requires a punitive *system*, in which punishment, or at least the threat of it, is repeated over and

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over. Popular child-management techniques such as "time out" and "1–2–3 magic" are examples of punitive systems that rely on such cycles of punishment.

Such systems are popular, because punishment (and its partner, reward) do appear to work, at least in the short run. Children are easily manipulated by promises, stickers, sweets, the loss of "goodies" or privileges, or threats of possible isolation in a time-out area. Yet such punishment–reward systems do little to help children learn how to express needs and feelings or to resolve problem situations more appropriately.

To help children begin to develop these important social skills, we need to adopt an active learning approach, in which **child choice** and **initiative** are essential elements of the learning process. New social behaviors are likely to be acquired permanently only when children can choose to engage in them independently, without adult coercion. Punishment and reward alike result in *mindless obedience*. Because the child who has been punished or rewarded has not chosen the new behavior freely, but has simply adopted it to avoid punishment or to gain a reward, he or she will only repeat the desired behavior if the adult continues to use external motivators such as bribes, threats, or punishments. As a result, the child becomes dependent on the adult for the motivation to behave constructively. As Jean Piaget wrote, "Punishment renders the autonomy of conscience impossible." The child never internalizes the desired behavior, because he or she has never made a *conscious choice* to engage in the behavior.

It is important, too, to evaluate punishment from the perspective of our basic educational goals. What do we want for children? When teachers who are learning the High/Scope approach are asked this question, they most often respond that they want to encourage children's independence, creativity, problem solving, social adaptability, and risk-taking. The development of these capabilities is valued and supported throughout all parts of the High/Scope daily routine. In the High/Scope approach, problem situations as well are seen as valuable opportunities to develop these same capabilities. From this perspective, children's mistakes and problems are critical experiences that concretely demonstrate to children their need for a new skill. Children miss out on the opportunity to explore and learn from their mistakes if they are placed in the time-out area as soon as a problem arises.

**Alternatives to Punishment**

What, then, are the alternatives to punishment? An effort to respond to children's social mistakes should include *prevention strategies* as well as *interaction strategies*. All of the components of the High/Scope learning environment and daily routine are effective in preventing social problems and mistakes. In addition, the steps in High/Scope's problem-solving approach to conflict introduced in this guide (see pages 23–28) can be very useful in resolving the conflicts and problems that will inevitably arise despite prevention efforts. The goal of this process is to help children find and *consciously choose* alternative, positive ways to express

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needs and solve problems. During this process, children's feelings are sensitively acknowledged, their ideas are respected, and solutions are chosen by the children with the support of the adult.

Here's how this process was used to assist Luke and Lawrence, the two children fighting over the stroller who were described at the opening of this article:

> *During work time Luke and Lawrence decide simultaneously that they want to use the stroller. Shouting loudly, they alternately pull at it and hit each other.*
>
> *Hearing the commotion, Rachael, the teacher, approaches them, kneels down so she can be at their level, and gently puts her hands on each of them, stopping the hitting. She says, "Luke, you look angry and Lawrence, you look angry, too. It's not okay to hit when you are angry, but we* ***can*** *talk about what is making you feel upset." The children quiet down and look at Rachael. Continuing in a calm manner, Rachael asks, "What seems to be the problem here?"*
>
> *Luke says, "I had it and I want it!"*
>
> *Lawrence says, "I want it!"*
>
> *Rachael continues to acknowledge their feelings. "So, Luke, you want the stroller and Lawrence, you want the stroller, too. The problem is that you both really want this stroller. Hmmm, I wonder what you could do to solve this problem?"*
>
> *Both children are silent, and Rachael waits. (Though it is difficult to wait for the children's suggestions, Rachael has learned through experience that her patience at times like these is very important.) Suddenly Luke's face lights up and he says, "We could buy a new one!"*
>
> *Rachael, remembering that she is supporting the exploration of ideas, replies, "I wonder how that could happen?"*
>
> *Luke thinks for a moment, and then curls up his nose, and says, "Nah." Other ideas are explored — making a stroller, using the stroller together — but Luke and Lawrence do not agree on either of these.*

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*Finally a child playing nearby offers, "They could take turns." Luke responds excitedly, "Yeah, I could push the stroller all the way down to the wall and back and then give it to Lawrence. He can do it, then give it back to me!"*

*Rachael restates this, making sure both children agree to this idea. They do agree, and they take turns for the rest of work time.*

*During the next week, Luke and Lawrence have another conflict over a favorite toy. Rachael reminds them that they have solved a problem like this before. Luke replies, "Oh, yeah, we can take turns like with the stroller."*

This example demonstrates how effective the steps in problem solving can be. Sometimes, however, because of limited time or because the emotions of the adult or child are so strong that problem solving will not be productive, it may be best to postpone your problem-solving discussion. In this case the adult can make a simple "I" statement that states his or her feelings, gives reasons, and gives limited choices. For example (to Luke and Lawrence), "I feel worried because pulling on the new stroller may break it. Because it's time for cleanup, we don't have time to solve this problem together. We will talk about how to take turns with this after lunch. Your choices now are for the three of us to put the stroller away together or for me to put it away."

Whether problem solving occurs right away or at some later time, it offers an effective alternative to child management systems based on punishment or external rewards. As children solve problems together and engage, *by choice*, in new ways of interacting, they find that successful problem solving has its own rewards.

**Source:** Evans, Betsy. (January/February 1996). *High/Scope Extensions*. Ypsilanti, MI: High/Scope Press.

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# A Matter of Personal Style: Identifying and Responding to Infant and Toddler Temperaments

*Julie Franconi*
*Field Consultant, High/Scope Foundation, Grand Rapids, Michigan*

This workshop explores and identifies various temperamental traits of infants and toddlers. These traits are then combined into groups, each of which represents a distinctive personal style. Environmental and interactive support strategies will be generated for infants and toddlers in group care exhibiting three distinct personal styles.

## NOTES

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# Key Experiences Throughout the Daily Routine

*Julie Franconi,*
*Field Consultant, High/Scope Foundation, Grand Rapids, Michigan*

Using the key experiences to support children's learning in a family child care home, we'll target nonprogram times of the daily routine as well as strategies for working with multi-aged children.

## Using the High/Scope Key Experiences Throughout the Child Care Day

Consultants at High/Scope define the key experiences as "a series of statements describing the social, cognitive, and physical development of preschool-age children. Each statement highlights an experience that is essential for the development of the fundamental abilities that emerge during the preschool years." These experiences, they say, "occur most often in active learning situations in which children have opportunities to make choices and decisions, manipulate materials, use language in personally meaningful ways, and receive appropriate adult support and guidance." For adults working with children, these key experiences serve as a planning framework; they guide child observations and support interactions with children.

In a family child care home, interactions with children take place throughout the day. In addition to the High/Scope program components, children in family child care engage in key experiences while doing household tasks. They empty dishwashers, matching plates to plates and bowls to bowls as they return dishes to the cupboard. They clear snack dishes, taking care of their own needs. Children assist adults in cleaning bathrooms, sweeping stairs, setting the table, washing toys, setting up program areas, and many other related tasks. Children share these tasks with peers as well, engaging in social behaviors.

As in any other active learning situation, children choose these activities for themselves and need adult support to be successful. Family child care providers arrange their homes to support children's engagement in key experiences throughout the day. Materials are accessible for multi-aged children and can be manipulated by them. For example, at Good Times Family Child Care, plates, eating utensils, and glasses are located in a low cupboard, easily opened by young

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children. Children can choose to set their own breakfast. An adult is nearby to pour cereal, or help cut pancakes, but children pour their own milk and juice, learning about "empty" and "full" glasses. Many key experiences can be observed when a young child sets the table. A two-year-old may need an adult to hand him the plate and show him where to place it. An older child may begin by randomly putting the plates anywhere, but soon place one plate, glass, spoon, and **3/15/96** napkin at each setting. A child may even become a math whiz, exclaiming, "I have eight plates, I need four more."

Once family child care providers have internalized the key experiences, they begin to realize the vast amount that children learn throughout the entire child care day.

## Anecdotes

**3/8/96** Justin (4 years old) getting cereal out of the cupboard said, "You know how I know this is cereal? Because it has cereal picture on the front of it."

**3/15/96** Ryan (5 years old) rolling sugar cookie dough during work time, sang "Row, row, row your boat" as he pushed the rolling pin back and forth.

**3/4/95** I asked Adam (2 years old) if he would help me empty the dishwasher. It was the end of the day, just before his mother was coming. He said, "Okay." I handed him the plates; he looked and put the plates on the correct stack. I did the same with glasses and spoons. Finally, I handed him the serving bowls, all of which were in the dishwasher. Adam looked and looked, then with a puzzled expression on his face, he turned to me and said, "Where go?"

**3/14/96** At 4 o'clock, Kristen (4 years old) asked Lisa if she could help clean the bathroom today. She said, "Alison wants to help too. Alison, you can do the walls and I'll do the sink, okay?" Alison agreed. Lisa reminded the girls that first we would play outside and then do the cleaning. They went downstairs to put their coats on.

**3/13/96** Amy (the provider's 24-year-old daughter) was home from work for lunch. She was eating with the children and they were discussing numbers. Ryan (5 years old) said, "Nine tens are ninety; is that close to your age?" Amy exclaimed, "Absolutely not!"

**2/27/96** Kwaku (3 years old) came in from outside to help set the table for lunch. I put a stack of plates, glasses, and spoons on the chair where he could reach them. He took two plates and began to march around the table, chanting, "A marching band, a marching band," as he banged the plates together. He put each plate in front of a stool and repeated his chant until all the plates were around the table.

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**2/29/96** Missy (5 years old) said that she wanted to set the table for lunch. As she took the plates out of the cupboard, she asked, "How many?" I replied there would be twelve for lunch. She said, "Oh, I have eight plates; I need four more."

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# Active Service: How to Match Parent Expectations With Your Service Offering

*Iván Galindo*
*Director General, Infantes y Crayolas, Querétaro, Mexico*

The High/Scope approach is quality education. Nevertheless, it is new to many parents and they may disregard many of its characteristics. Learn how to increase the perceived quality of your implementation of the High/Scope Curriculum and your service in general. The internal quality of your service is different from the quality perceived by the parent.

## NOTES

(Handouts for this session continue on the next page.)



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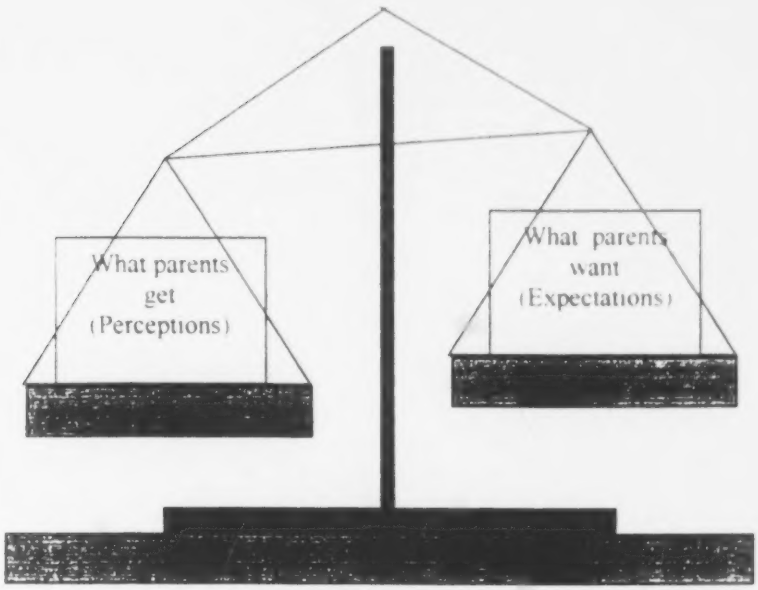
# The high quality equation for service




In services, satisfaction and quality is equivalent to a gap between expectations and perception of actual service

| | | | |
|---|---|---|---|
| If the gap is: (+) | = | excellent quality | (you have done more than expected) |
| If the gap is: (0) | = | good quality | (you achived what is expected) |
| If the gap is: (-) | = | poor quality | (you did less than expected) |

Service quality is more subjective than product quality. It depends not only on the service you give but on the person receiving it.

***Active service: how to match parent expectations with your service offering.***
*Iván Galindo, 1996.*



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## Service Characteristics

A physical product can be clearly described in terms of its attributes (if not its functions): size, parts, materials, etc. A service cannot be as easily specified, nor can it really be demonstrated before using it. Nevertheless, for the purpose of analysis we can use three dimensions, among others, to describe services, including education.

I. Core – Peripherals: In any service concept, we can distinguish between the core service and the peripheral service. A typical example may be a flight from Detroit to Mexico City. In this case, the core service is the actual fact of being transported by air from one city to another. At the same time, the passenger receives more benefits, like in-flight service (meals, movies, drinks, magazines etc.), check-in and baggage-handling information, cleaning, general attitude of staff, etc. All of these aspects can be regarded as the peripheral service that can help a lot to differentiate one airline from another. Think of how this applies to education and how two schools that are supposed to be doing the same thing can in fact be very different.

II. Tangible – Intangible: Most aspects of services are intangible (incapable of being perceived, precisely defined, or identified; elusive) and education might be the most intangible of all. This is so, because you send your child to school today, but you may not see "results" or benefits until 25 years later, and you may not be sure about the "real" causes. Compare this to buying milk — just by drinking it you usually know if it was good or not or. Compare it with medical surgery — after a few months you normally know if everything is fine. The tangible aspects of education — like school building or books — can be very uninformative about the quality of education. Usually, the parents do not see the most important aspects of the educational process, and when they do it is not easy to asses their relevance. It can be very easy to misunderstand the isolated aspects they get from time to time.

III. Explicit – Implicit. In all services there are aspects that are communicated explicitly and others that remain implicit. For example, a school can offer a language vacation tour for children and be very explicit about the better knowledge of the language; at the same time, it is also offering the prospect of adventure and new experiences in a slightly less explicit way. The highly implicit benefit for the parents is to be by themselves for a couple of weeks and enjoy life in a different way. This last aspect can be as important as the other two in the decision to send the child on the language tour.



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## Expectations and Necessities Are Different

What is needed or necessary refers to something essential or indispensable for continuous existence or appropriate functioning; something required to achieve a certain result or effect. It is important to underline that needs are not always conscious. For example, you may need vitamin A and not be aware of it.

"To expect" refers to: looking forward to the probable occurrence or appearance of something; to consider likely or certain; to consider reasonable; to consider obligatory, required. Expectations are usually conscious, though they may be public or private.

To give high quality service you need to know both the needs and expectations of parents and children:

1. Needs (academic, social, personal development, special services, knowledge of child development, operative and administrative).

2. Expectations (about their children, about your institution, about your teachers, etc. ).

It is important to know that expectations are influenced by previous experiences, parents needs, personal communications (word-of-mouth), institutional image, and deliberate institutional communication.

## QUALITY DIMENSIONS PERCEIVED BY PARENTS

1. **Internal or technical quality:** *What parents or clients received in their interactions with the institution; the outcome.* For example, the airline passenger will be transported from one place to another, the hotel guest will be provided with a room and a bed to sleep in, the medical patient has his appendix removed by the doctor, and so forth. This is the outcome of the service production process. It is what the client or parent is left with, when the production process, or educational process, and the parent-educator interactions are over. The internal aspect corresponds, in our case, to the HighIScope methodology in itself and to its outcome: appropriate development for children.

2. **External or functional quality:** *The way in which the service is delivered.* How a person receives the service and how he or she experiences and is affected by the simultaneous production and consumption process. For example, the airline passenger will not only be transported but will also "feel" the attitudes, the meals, the bathroom cleanliness, and so on. The hospital patient will experience the nurses manners (which are independent of doctors ability), the registry procedures, the billing procedures, and many aspects of the peripheral services. In the school case, the parent will feel many communication and operative

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procedures, will see educational events, evaluation reports, teacher's attitudes towards themselves and their children and so forth. This aspect corresponds to how you implement and deliver High/Scope methodology and your concept of service in education, whether you are conscious of it or not.

## Some Ways In Which You Can Influence the Perception of Quality

**Service quality is evaluated by parents by what they can "experience" and judge personally**:

1. The tangible elements of the organization;
2. The security they feel dealing with you;
3. the capacity to respond to their necessities;
4. Your empathy with their feelings and necessities.

**You have to take advantage of any point of contact with parents** (when they get their children each day in the school or in the bus, reports, special events, occasional contacts, etc.). Examples from Infantes y Crayolas will be provided.

**Making intangible aspects tangible** (For example, you have excellent music activities but parents do not seem to notice: you can make tapes, videos, reports, or you can have a singing opera on Mondays when they pick up their children.) **Reports** are very important for this issue. Specific examples from Infantes y Crayolas will be provided.

**Making explicit the implicit.**

**Modulating and confronting unreasonable expectations about children's development or the outcomes of your service** (lowering expectations and aligning them with your service offering).



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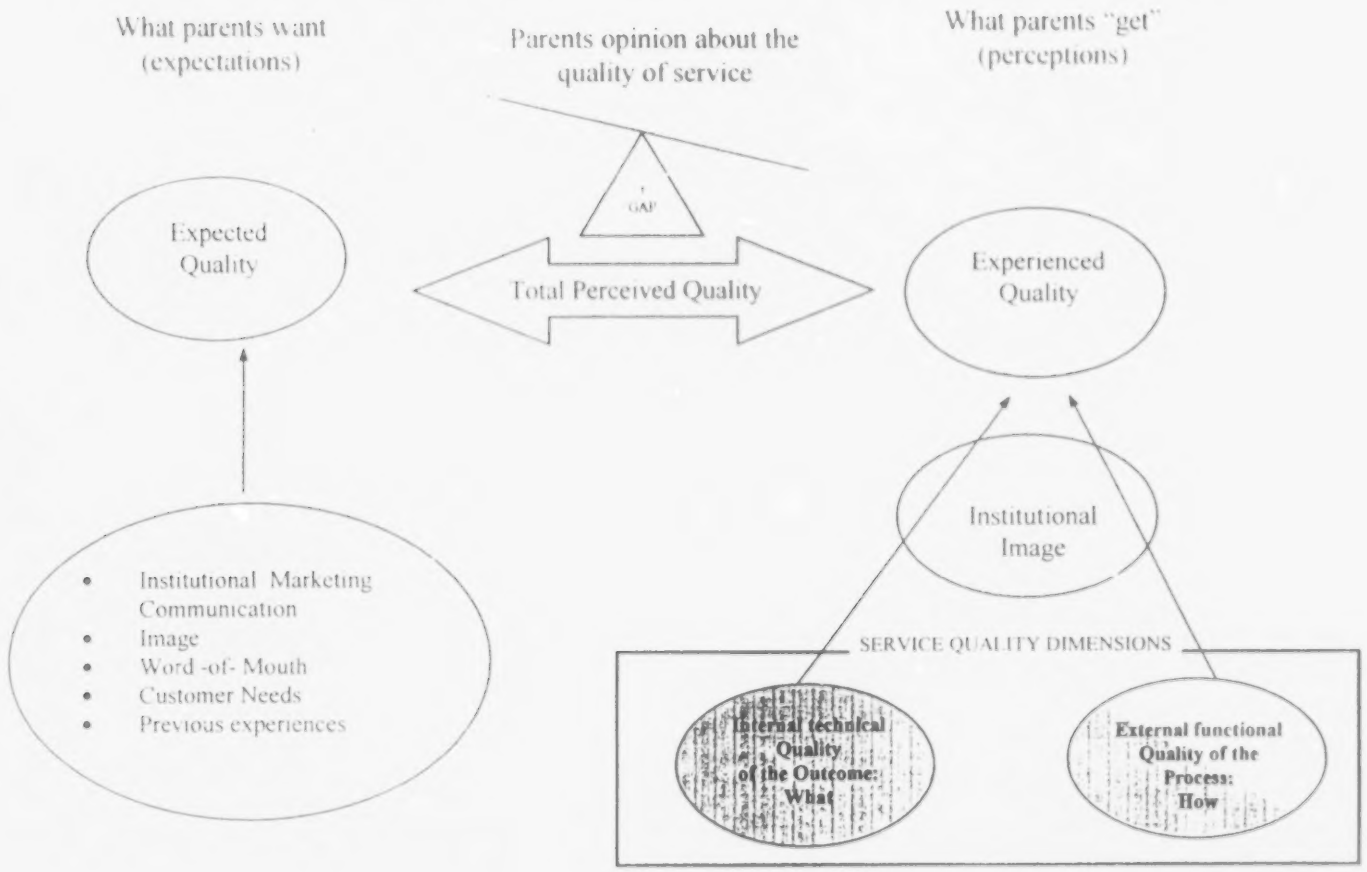
## PARENTS TOTAL PERCEIVED QUALITY AND HIGH/SCOPE AREA OF INFLUENCE




*Active service: how to match parent expectations with your service offering.*
*Ivan Galindo 1996*

HIGH/SCOPE Methodology area of influence mainly in the internal quality

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## Components Of High-Quality Early Childhood Programs*

1. A child development curriculum
2. Low enrollment limits, with teaching/care giving teams assigned to each group of children.
3. Staff trained in early childhood development and an enthusiastic and knowledgeable administrator.
4. Supervisory support and inservice training for a child development curriculum.
5. Involvement of parents as partners with program staff.
6. Sensitivity to the noneducational needs of the child and family.
7. Developmentally appropriate evaluation procedures.

*Source: Schweinhart, L.J. (1988). *A School Administrator's Guide To Early Childhood Programs*. Ypsilanti, Michigan: The High/Scope Press.

The components of high-quality early childhood programs correspond, mainly, to internal or technical quality (outcome related criteria).

## The Six Criteria of Good, Perceived Service Quality*

1. Professionalism and Skills
2. Attitudes and Behavior
3. Accessibility and flexibility
4. Reliability and Trustworthiness
5. Recovery
6. Reputation and Credibility

*Source: Grönroos, C. (1990). *Service Management and Marketing*. Lexington, Ma.: Lexington Books.p.47

For complete details on these criteria, please see *Service Management and Marketing* by C. Grönroos, page 47.



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## References

Cottle, D. (1990). *El senicio centrado en el cliente.* Madrid, España: Ediciones Dias de Santos, S.A.

Grönroos,C.(1990). *Service Management and Marketing* Lexington, Ma.: Lexington Books.

Norrnann, R. (1984). *Service Management* Chichester, Great Britain: John Wiley & Sons.

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# Children With Special Needs: The High/Scope Approach

*Katie Gerecke*
*Professor, Mt. San Antonio College, Walnut, California*

*Pam Weatherby*
*Mentor Teacher, Special Education, Ontario/Montclair School District,*
*Consultant, Pomona Unified School District, California*

How does High/Scope work effectively with special needs children? Participants in this workshop will gain an understanding of the High/Scope approach as applied to working with children with special needs. Strategies for the daily routine and the adaptations needed will be included. Participants will participate in an activity to include all children in their classroom.

**The High/Scope approach to education:**

**Promotes Learning That Exercises and Extends the Child's Abilities**

- Identifies the child's status on a developmental continuum.
- Provides experiences that challenge the child and help the child to exercise emerging abilities.
- Provides experiences that are typical for that child's developmental period.
- Helps the child to practice skills that are broadly generalizable.

**Develops the Learners' Interests and Long-Term Plans**

- Assumes that children can take a very active role in defining the appropriate developmental "match" between their skills and the learning activities they engage in.
- The child as well as the adult has an active role in planning and selecting activities.
- The child makes an explicit plan each day.
- The adult helps the child to first formulate and then to carry out that plan.



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**Optimally Timed for Ease of Learning and Retention**

- Based on observation of the child's interests and efforts.
- Based on developmental tasks appropriate to the child's strengths and abilities.

**The High/Scope Approach is Based on Universally Applicable Developmental Principles**

- When the handicapping condition is based on developmental delays, the best way to promote growth in that child is to provide the rich variety of concrete experience and accompanying language that would be provided for any child at the developmental level.

  For example: Experiences for a 4-year-old who is developmentally at the 2-year-old developmental level would be those experiences appropriate for a non-handicapped 2-year old.

- When the handicapping condition is because of sensory or motor delays, the best way to promote growth is to mobilize the child's existing resources toward achieving developmentally appropriate intellectual and social competencies.

  For example: For a deaf child, communication may include signing as well as oral language, but the base is interesting things to talk about and many invitations to communicate. This is just the same as the experiences for the child with "normal" language ability.

- There are developmental processes that are involved in the mastery of the developmental tasks of the child.

  In High/Scope, these processes are called "key experiences." Classroom activities and the appropriate key experiences are matched to provide optimum growth for all children, handicapped and non-handicapped.

Source: Adapted from Hohmann, Mary, Bernard Banet, and David P. Weikart. 1979. *Young Children In Action*, Ypsilanti: High/Scope Press.



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# Using Key Experiences to Write IEP's for Children With Special Needs: The High/Scope Approach

*Katie Gerecke*
*Professor, Mt. San Antonio College, Walnut, California*

*Pam Weatherby*
*Mentor Teacher, Special Education, Ontario/Montclair School District*
*Consultant,Pomona Unified School District, California*

This workshop will follow the earlier session, "Children With Special Needs: The High/Scope Approach." Participants will discover what special needs children can do and how to write IEP's using the High/Scope key experiences.

## NOTES



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# Making Connections: Developing Language Arts Through the Content Areas

*Linda Gonzales*
*Multi-age Primary Teacher, West Point School, West Point, California*

*Linda Toren*
*Multi-age Primary Teacher, West Point School, West Point, California*

Building connections for children is essential for learning. This workshop will focus on the integration of language arts through the social science and science content areas in primary classrooms. It will provide a model in which connections are an integral part of the learning process and are inseparable from the teaching.

- What are the reasons for integrating curriculum?

- What are some sources for curriculum integration?

- How can you make sure skills are included?

- How can you connect students' interests and needs in an integrated model?



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**Related Reading:**

**Literature-Based Math Activities** (An Integrated Approach K-3)
Alison Abrohms
Scholastic, 1992

**How Big is the Moon?** Whole Maths in Action
Dave Baker, Cheryl Semple, Tony Stead
Heinemann, 1990

**Language in Mathematics**
Jennie Bickmore-Brand, editor
Heinemann, 1990

**The Case for Constructivist Classrooms**
Jacqueline Grennon Brooks & Martin G. Brooks
Association for Curriculum and Development, 1993

**How to Integrate the Curricula**
by Robin Fogarty
Skylight Publishing, 1991

**Engaging Children's Minds: The Project Approach**
by Lilian G. Katz and Sylvia C. Chard
Ablex Publishing Corporation, 1989

**ITI: The Model** (Integrated Thematic Instruction)
by Susan Kovalik and Karen Olsen
Books for Educators, 1992

**The Big Picture: Integrating Children's Learning**
Edited by Keith Pigdon and Marilyn Wooley
Heinemann, 1995



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# The Plan-Do-Review Process: A Framework for Developing Decision-Making Skills

*Michelle Graves*
*Consultant, High/Scope Foundation, Ypsilanti, Michigan*

This session will introduce participants to the rationale for the plan-do-review sequence of High/Scope's daily routine. It will also focus on ways adults can support children in their decision-making efforts.

## III. THE PLAN-DO-REVIEW PROCESS

From High/Scope's *Plan-Do-Review Process Daily Routine, Part I Two-Day Participant Guide*

> *If schools omit, particularly in the early formative years, opportunities for personal choice, unique solutions, and decision making, it is not likely that students will develop these kinds of mental skills.*
>
> — John Nichols, *Education as Adventure: Lessons from the Second Grade*, New York: Teachers College Press, 1993, p. 76.

> *Parents of children in High/Scope settings report that their children are "more independent, and self-confident, and less subject to frustration or temper tantrums." When children plan, they are laying the groundwork for a "positive self-concept and a strong sense of internal control."*
>
> — Carla Berry and Kathy Sylva, *The Plan-Do-Review Cycle in High/Scope: Its Effects on Parents and Staff* (Draft research report, Oxford University, U.K., available from High/Scope Foundation), 1987.



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# Planning: A Summary

## What It Is

- Establishing a problem or goal
- Imagining and anticipating actions
- Expressing personal intentions and interests
- Shaping intentions into purposes
- Deliberating
- Making ongoing modifications

## Why It Is Important

- Encourages children to articulate their ideas, choices, and decisions
- Promotes children's self-confidence and sense of control
- Leads to involvement and concentration on play
- Supports the development of increasingly complex play

## Where to Plan

- In a place where intimate conversations can occur
- In a stable pair or group
- Where people and materials are visible

## What Children Do as They Plan

- Develop the capacity to express their intentions
- Indicate their intentions through gestures, actions, and words
- Make vague, routine, and detailed plans
- Make perfunctory and real plans
- Make a variety of plans over time
- Engage in the planning process at home



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# Planning Time Checklist: How Adults Support Children's Planning

**Adults examine their beliefs about child planning and their personal interaction styles.**

**Adults plan with children in an intimate setting.**

__ Adults plan in a place where intimate conversations can occur.
__ Adults plan in a stable pair or group.
__ Adults plan where people and materials are visible.

**Adults provide materials and experiences to maintain children's interest at planning time.**

__ Visibility games
__ Group games
__ Props and partnerships
__ Representations
__ Children take charge

**Adults converse with individual children about their plans.**

__ Adults elicit children's plans by asking "what" questions.
__ Adults converse about children's concerns that might be impeding planning.
__ Adults elicit children's plans by "talking story."
__ Adults listen attentively to children's responses.
__ Adults converse in a conscious "turn-taking" manner with nonverbal and vague planners.
  __ Interpret gestures and actions.
  __ Ask an initial open-ended question.
  __ Narrate what you see and comment on what the child says.
  __ Offer alternatives when the child does not respond.
__ Adults converse with routine and elaborate planners.
  __ Converse about space and materials.
  __ Talk about details.
  __ Talk about sequence.
  __ Remind children of related prior work.
__ Adults encourage playmates to plan together.
__ Adults value children's plans.
  __ Encourage rather than praise children's ideas.
  __ Write down children's plans.
__ Adults note the connection between children's plans and actions.

**Adults anticipate changes in children's planning over time.**



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# Work Time: A Summary

## What It Is

- Carrying out intentions
- Playing with purpose
- Participating in a social setting
- Solving problems

## Why It Is Important

- Encourages children's playfulness
- Enables children to construct knowledge as they engage in the High/Scope key experiences
- Enables adults to observe, learn from, and support children's play

## Where Children Work

- In the interest areas
- In cozy and open spaces

## What Children Do at Work Time

- Initiate, work on, modify, complete, and change their plans
- Play in a variety of social contexts
- Engage in different types of play
- Carry on conversations



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# Work Time Checklist:
# How Adults Support Children at Work Time

**Adults examine their own beliefs about how children learn at work time.**

**Adults provide work spaces for children.**

__ Children work in the interest areas.
__ Children work in cozy and open spaces.

**Adults find out what children are doing.**

__ Look for children's plan status.
__ Look for children's individual and social interactions.
__ Look for specific types of play.
__ Look for key experiences.

**Adults choose children to observe, gain children's perspectives, and form on-the-spot interaction plans.**

**Adults offer children comfort and contact.**

__ Look for children in need of comfort and contact.
__ Offer reassuring physical contact.
__ Offer simple acknowledgment.

**Adults participate in children's play.**

__ Look for natural play openings.
__ Join children's play on the child's level.
__ Play in parallel with children.
__ Play as a partner with children.
__ Refer one player to another.
__ Suggest new ideas within ongoing play situations.
  __ Offer suggestions within the play theme.
  __ Address the role person rather than the child.
  __ Respect the child's reaction to your idea.

**Adults converse with children.**

__ Look for natural opportunities for conversation.
__ Join children at their level for conversation.
__ Respond to children's conversational leads.
__ Converse as a partner with children.
__ Ask questions responsively.
  __ Ask questions sparingly.



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- __ Relate questions directly to what the child is doing.
- __ Ask questions about the child's thought process.

**Adults encourage children's problem solving.**

- __ Look for children involved in problem situations.
- __ Allow children to deal with problems and conflicting viewpoints.
  - __ Sit down with children.
  - __ Give children time to use their own problem-solving skills.
  - __ Refer one child to another.
  - __ Listen to conflicting viewpoints.
- __ Interact with rather than manage children.
- __ Assist matter-of-factly with unresolved conflicts.
- __ Elicit, listen to, acknowledge children's descriptions of problems.
- __ Encourage children to talk with one another about the situation they are experiencing.
- __ Interpret for less articulate children when necessary.
- __ Help children generate alternatives.

**Adults examine their interactions with children as they occur.**

**Adults record their child observations.**

**Adults bring work time to an end.**

- __ Encourage problem solving.
- __ Play put-away games.
- __ Maintain realistic expectations.



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# Recalling: A Summary

### What It Is

- Remembering and reflecting on actions and experiences
- Associating plans, actions, and outcomes
- Talking with others about personally meaningful experiences

### Why It Is Important

- Exercises children's capacities to form and talk about mental images
- Expands children's consciousness beyond the present

### Where to Recall

- In intimate groups and places
- With those who shared the experiences children are recalling

### What Children Do as They Recall

- Grow in their capacity to recount past events
- Select experiences to recall
- Construct their own understanding of what they have just done
- Recall experiences in a variety of ways



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## Recall Time Checklist:
## How Adults Support Children at Recall Time

**Adults examine their beliefs about how children learn at recall time.**

**Adults recall with children in a calm, cozy setting.**

__ Recall in intimate groups and places.
__ Recall with those who shared the experiences children are recalling.

**Adults provide materials and experiences to maintain children's interest at recall time.**

__ Tours
__ Group games
__ Props and partnerships
__ Representations

**Adults converse with children about their work-time experiences.**

__ Adults take an unhurried approach to recall.
__ Adults invite children to talk about what they have done:
  __ Pick up on children's opening comments.
  __ Comment on a child's play.
  __ Ask an open-ended question.
__ Adults watch children and listen attentively.
__ Adults contribute observations and comments to keep recall narratives going.
__ Adults use questions thoughtfully and sparingly.
__ Adults support children's co-narratives and conflicting viewpoints.
__ Adults acknowledge (rather than praise) children's work-time experiences.
__ Adults note connections between children's recall narratives and plans.

**Adults anticipate changes in the way children recall over time.**



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# Planning Around Children's Interests

*Michelle Graves*
*Consultant, High/Scope Foundation, Ypsilanti, Michigan*

This workshop will show you how to use child observations to guide you in working with children during plan-do-review and small-group and large-group times.

The following is taken from *The Teacher's Idea Book: Planning Around Children's Interests*, Chapter Three, "Observing Nature with Children," soon to be published by the High/Scope Press.

## Observing Nature with Children

*Moments before outside time is scheduled to begin, a thunderstorm rolls into the area. As if the lights had been switched off, the classroom suddenly gets dark. Thunder booms, lightning flashes, and sheets of rain pour from the sky, hitting the sliding glass doors. Several children gather at the book area, which is the usual meeting place when outside time has to be canceled. Others cluster with one of the teachers, Philip, who is standing near the window watching the storm. Some children stay at the small-group tables and continue to work with the materials available that day. Erica picks up the phone in the house area, dials a few numbers, and says, "Brett, you better come get me." After waiting at the door for a few minutes, she comes back, dials again, and says, "Nine-one-one! Come get me, there's a storm coming." Finally she takes a baby doll, sits down with it on the pillows in the book area, and cries softly. Barbara, another teacher, observes as 3-year-old Glenn puts his arm around Erica and says, "Don't worry. The angels are having a picnic, and they're rolling the barrels of birch beer."*

## Indoor and Outdoor Materials to Add

Thunderstorm-related materials

11. Put a variety of spray bottles at the water table and add hoses, nozzles, and sprinklers to the outdoor area so children can pretend to make their own rainstorms.
12. Put raincoats, boots, rain bonnets and hats, and umbrellas in the dress-up area.
13. Include flashlights, drums, and other noise-making instruments in the music area so children can make their own pretend thunder and lightning.



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14. Add books like Rain by Peter Spier and Rain Makes Applesauce by Julian Scheer to the book area so children can read stories about and enjoy photos of rain and thunderstorms.

## Planning and Recall Experiences

Thunderstorm-related ideas

10. Use thunderstorm-related props (for example, an umbrella, hat, or raincoat) for planning or recalling, passing the prop for the day to the child whose turn is next. The child wears the item while describing his or her plans or experiences.
11. Give the child who is planning or recalling a flashlight and ask him or her to "shine it like a lightning flash" in the area where he or she plans to be (or has been) during work time.

## Small-Group Experiences

Thunderstorm-related ideas

8. To capture the excitement generated by a thunderstorm, bring materials for children to use for re-enacting it. Materials could include scarves to make the wind, flashlights to make lightning, drums to make thunder, and rice and a shaker to simulate rainfall. After children select materials put on music and observe their actions and sounds.
9. Hold small-group outside on a day when there is a light misty rain. Provide dry tempera paints inside shaker bottles. As children sprinkle paint on colored paper, watch and record their reactions as they observe what happens when the raindrops fall on the powdered paints.
10. Read a story about rain and give children one of the props listed in strategy 8. Use a variety of props rather than all one kind. Select a key word repeated often in the story (storm, rain, thunder, lightening) and ask children to use their props to make sound effects each time they hear the word. (Don't expect preschool children to match the sound effect to the corresponding word; just pick one word and have children use all the props together each time the word is spoken.)

## Large-Group Experiences

Thunderstorm-related ideas

6. Take the whole group outside after a rainstorm or thunderstorm has subsided. (Wait until the thunder and lightning have stopped and the rain has slowed to a drizzle.) Gather in a place that is sheltered from the rain. Huddle close together. (On a foggy day, meet in the haze of the fog.) Go back to the same place on a bright sunny day and observe which children comment on the difference.



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# Transforming Your Dynamite Into Candles: Acquiring the High/Scope Mindset for Interacting With Children

*Terry M. Grosvenor*
*Special Education Consultant, Region XIV Educational Service Center*
*Abilene, Texas*

Maintaining responsible interaction strategies with children each day requires a concrete understanding of the High/Scope philosophy, as well as adults who "actively think" about specific interaction styles being used to provide environments of acceptance and respect. This workshop facilitates: (1) concrete identification of frequently observed adult-child interaction styles and their effects on children; (2) active discussion of strategies/mindsets needed for providing interactions consistent with the High/Scope philosophy; and (3) participant representation of responsive adult-child interactions, promoting opportunities for change and reflection.

## Question:

Are we modeling a responsive role by providing opportunities for children to

- initiate language and maintain interaction with others;
- share idea with others;
- solve problems cooperatively;
- make choices and be responsible for those choices;
- ask questions;
- internally process information; and
- pretend and imagine?

OR

Are we limiting meaningful active learning by modeling a non-responsive adult-child role, satisfying our needs and desires, in order to "control" children?



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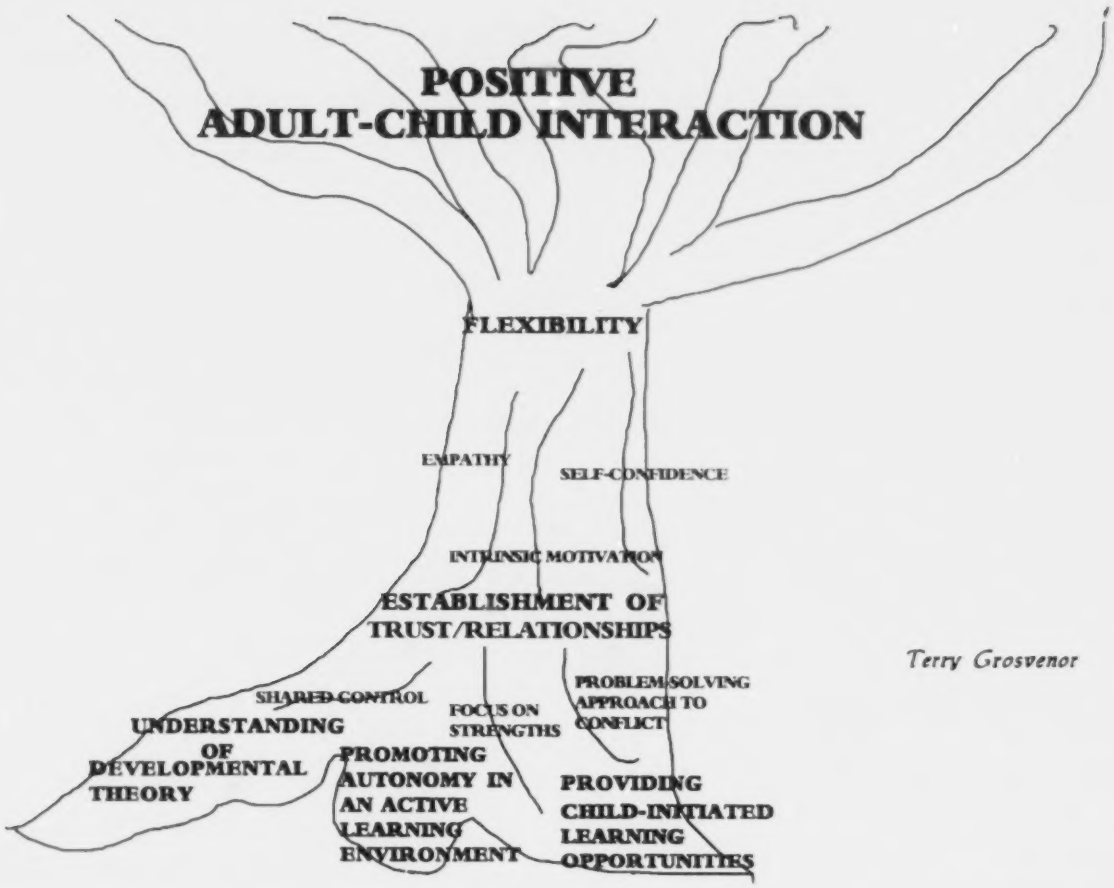


*Terry Grosvenor*



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# Emergent Literacy in the High/scope Preschool Classroom

*Brenda L. Hanthorn*
*K/3 Preschool Teacher School District of Lancaster, Pennsylvania*

*Peggy Goldback Schooling*
*Speech and Language Pathologist, School District of Lancaster, Pennsylvania*

Using the High/Scope educational approach, the presenters will demonstrate ways to develop emerging literacy goals for the typically developing preschooler and his or her language delayed peer. Topics of discussion will include the impact on curriculum and instruction, webbing, parent involvement, and specific strategies for IEP implementation.

## TINLIPS

From High/Scope's *Active Learning Participant Guide*

Tomorrow we are going to take a trip to the **popdog**. A **popdog** has a lot of **lum chats**. Today I am going to read you a story about one special **chat** that we will see on our trip to the **popdog**. It is called a **tinlip**. **Tinlips** are **tab chats** and **tinlips** are **blob**. **Tinlips** have **lam plunks** and **tab sippy piks**. **Tinlips** have **zip nits** and **goz noots**. **Tinlips** like to eat **dugjams**.



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## Impact On Instruction

- Emergent literacy experiences should be guided in informal everyday activities.
- Literacy should be promoted in pretend play.
- Carefully facilitated play leads to the development of these emergent literacy skills:

| | | | |
|---|---|---|---|
| conceptualizing | recalling | discussing | verbalizing |
| responding | recreating | classifying | fantasizing |
| questioning | imagining | recalling | comparing |
| imitating | observing | | |

- Classrooms should contain ample environmental print to promote literacy.
- Explicit skills should be embedded in meaningful activities and interactions.
- Children should have many opportunities for shared reading and independent reading experiences.
- Children should be encouraged to write often and to write for a wide variety of purposes and audiences.
- Children need to be exposed to all forms of literature on a regular basis. These include folktales, fables, contemporary poems, chants, rhymes, and expository text.
- Predictable books, songs, and lyrics contain features that help children to link oral to printed language.
- Teachers should assist families in developing appropriate literacy skills versus rote learning of ABC's and numbers.
- Children are exposed to authentic reasons to read and write.
- Parents who are unable to read can share literature experiences through picture books.
- Parents can learn to recognize, enjoy, and value many kinds of literature.
- Meaningful experiences enable children to apply meaning to oral and written language.
- Early exposure to songs, nursery rhymes, fingerplays, and repetitious books help children to develop the requisite skills for understanding sound-symbol relationships.

## Enhancing Emerging Literacy

1. Use job charts that use print, supplemented by pictures, with each child's name noted beside his/her job.
2. Use finger plays and songs supplemented by pictures, printed on poster board.
3. Develop recipe cards with pictures and print or use simple cookbooks for cooking activities.
4. Save product labels from snacks or cooking activities to be used in recipes.



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5. Use literacy artifacts incorporated into the classroom areas.
   a. Art/writing/publishing center: blank books for making books or journals, letter blocks, letter stencils, magic doodle, typewriter, computer keyboard, stiff cardboard for making covers, markers, crayons, pasta letters, letter cookie cutters.
   b. Housekeeping: pencils, paper pads, cookbooks, telephone books, address books, calendars, clocks, coupons, shopping lists, bills, envelopes, refrigerator letter magnets.
   c. Rotating materials for different themes:
      1. Doctor's office: prescription pads, magazines, clipboard, patient's chart, sign for the doctor's office, name badge.
      2. Store: product boxes, shopping list, play money, checkbook, credit cards, food stamps, MAC card, open/closed sign, coupons, aisle markers, grocery bags, scale.
      3. Restaurant: menus, order pad, name badges, restaurant sign, open/closed sign, money.
      4. Post office: letters, bills, envelopes, name badges, open/closed sign, stamps, scale, mailbox.
      5. Bank: pretend money, coins, checkbooks, savings account books, a sign for the bank.
      6. Model a variety of literacy behaviors throughout the daily routine:
         - Pretend to take an order on the phone.
         - Write a message while on the phone.
         - Make up a store list.
         - Page through a newspaper to look for movies, coupons, sales, etc.
         - Look up a home telephone number.
         - Leave a message for a family member.
         - Write and address a letter to a friend.
         - Pay a bill.
         - Read instructions.
         - Follow a recipe.
         - Page through a magazine or book.
         - Record a child's plan on paper.
         - Look at a map for directions.



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## High/Scope Key Experiences: Emergent Literacy Examples

| CREATIVE REPRESENTATION | SOCIAL RELATIONS/INITIATIVE | LANGUAGE/LITERACY |
|---|---|---|
| Phone book | Snack chart | Reading a story |
| Message pad | Name symbols | Making a book |
| Magazines | Planning maps | Letter cookie cutters |
| Toy labels | Get well cards | Pattern books |
| Store lists | Thank you notes | Rhyming books |
| Dictation of art work | Letters to special people | Field trip books |
| Logos: Pizza Hut, McDonalds | | Describing photos |
| Driver's license | | Nursery rhymes |
| Children's art displays | | |
| Newspaper | | |
| Pretend props: menu, store signs, checks, bills, etc. | | |
| Food boxes, containers | | |
| **MUSIC** | | **CLASSIFICATION** |
| Song charts | **MOVEMENT** | Sorting by labels for toys |
| Song books depicting song | Stop sign | Sorting coupons |
| Rhythm sequence | Traffic light | Graphing |
| | Movement cards | |
| **SPACE** | Traffic signs | |
| Labeling constructions | Number | |
| Puzzles, letters, and numbers | Phone book | |
| Photos of positions in space | Play money | |
| Road map | Cookie cutter numbers | |
| **TIME** | | **SERIATION** |
| Clock Circle calendar | | Following a recipe |
| Today board First, next sequence | | Flannel board stories |
| Egg timer Paper chains | | Sequencing charts |



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# Suggested Books for High/Scope Key Experiences

## INITIATIVE/SOCIAL RELATIONS

*When I Get Bigger*, Mercer Mayer
*Love You Forever*, Robert Munsch
*The Picnic*, S[illegible]ohen Cosgrove
*Happy Birthday Moon*, Frank Asch
*Don't Wake Up Mama*, Eileen Christelow
*Oats and Wild Apples*, Frank Asch
*Clifford's Pals*, Norman Bridwell
*Grandma is Somebody Special*, Susan Goldman
*I Was So Mad*, Mercer Mayer
*The Elephant Tree*, Penny Dale
*Curious George* Books, H.A. Rey
*A Chair For My Mother*, Vera Williams
*Loving*, Ann Morris
*I Like Me!*, Nancy Carlson
*The Giving Tree*, Shel Silverstein

## CREATIVE REPRESENTATION

*Where the Wild Things Are*, Maurice Sendak
*The Cow Buzzed*, Andrea Zimmerman
*Mr. Cookie Baker*, Monica Wellington
*Goggles*, Ezra Jack Keats
*The Rainbow Fish*, Marcus Pfister
*It Looked Like Spilt Milk*, Charles Shaw
*Who Took the Farmer's Hat*, Joan Nodset
*Harold and the Purple Crayon*, C. Johnson
*The Paper Bag Princess*, Robert Munsch
*Whistle for Willie*, Ezra Jack Keats

## CLASSIFICATION

*Who Sank the Boat?*, Pamela Allen
*The Wind Blew*, Pat Hutchins
*Big Wheels*, Anne Rockwell
*Peter's Trucks*, Salli Wolf
*Dear Zoo*, Rod Campbell
*Boots*, Anne Schreiber
*Caps for Sale*, Esphyr/Slobodkina
*Freight Train*, Donald Crews
*Hats, Hats, Hats*, Ann Moris
*Squirrels*, Brian Wildsmith
*Mr. Bear's Boat*, Thomas Graham
*Mr. Bear's Chair*, Thomas Graham

## SERIATION

*The Very Hungry Caterpillar*, Eric Carle
*The Very Quiet Cricket*, Eric Carle
*The Napping House*, Audrey Wood
*The Three Bears*, Tomie de Paola
*The Three Pigs*, Paul Galdone
*The Three Billy Goats Gruff*
*Where's My Teddy*, Jez Albarough
*The Carrot Seed*, R. Krauss
*The Gingerbread Man*, Karen J. Schmidt
*If You Give a Mouse a Cookie*, L.J. Numeroff
*Charlie Needs a Cloak*, Tomie de Paola
*Sunshine*, Jan Omerod
*Blue Sea*, Robert Kaplan
*Pumpkin, Pumpkin*, Jeane Titherington
*Little Fish, Big Fish*, Frank Asch
*Play Day*, Bruce McMillan
*Chicken Soup with Rice*, M. Sendak
*The Mitten*, Jan Brett
*The Biggest House in the World*, L. Lioni
*If You Give a Moose a Muffin*, L.J. Numeroff



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**LANGUAGE/LITERACY**

*Chicka Chicka Boom Boom*, Bill Martin, Jr.
*Brown Bear, Brown Bear*, Bill Martin, Jr.
*Polar Bear, Polar Bear*, Bill Martin, Jr.
*Jesse Bear, What Will You Wear*, Carlstrom
*I Went Walking*, L. Williams
*Carrot/Parrot*, Jerome Martin
*The Mitten*, Jan Brett
*Bears in Paris*, Nicki Yektai
*Tikki Tikki Tembo*, Arlene Mosel
*On Market Street*, Anita Lobel
*Old Black Fly*, Jim Aylesworth
*Each Peach Pear Plum*, A. Ahlberg
*Is Your Mamma a Llama?*, Steven Kellog
*Crocodile Beat*, Gail Jorgensen

**MUSIC**

*Wheels on the Bus*
*Shake My Sillies Out*, Raffi
*I know an Old Lady Who Swallowed a Fly*, Rounds
*Twinkle, Twinkle Little Star*, Julia Noonan
*Over the River and Through the Woods*, Steve Gurney
*Five Little Ducks*, Raffi
*This Is the Way*, Anne Dalton
*Over in the Meadow*, Ezra Jack Keats
*Mary Wore Her Red Dress*, Merle Peek

**SPACE**

*Rosie's Walk*, Pat Hutchins
*Where's Spot?*, Eric Hall
*Mary Wore Her Red Dress*, Merle Peek
*What's Inside?*, Kindersley
*Round & Round & Round*, Tana Hoban
*Here a Chick, There a Chick*, B. McMillan
*Circles, Triangles, Squares*, Tana Hoban

**MOVEMENT**

*Clap Your Hands*, Lorinda Bryan Cauly
*Going on a Bear Hunt*, (Traditional)
*The Listening Walk*, Paul Showers
*Slither, Swoop, Swing*, Alex Ayliffe
*Funny Walks*, Judy Hindley

**NUMBER**

*One Green Frog*
*Measure Me*, Harriet Ziefert
*Feast for 10*, Cathryn Falwell
*The Doorbell Rang*, Pat Hutchins
*Ten, Nine, Eight*, Molly Bang
*Six Creepy Sheep*, Judith Enderle
*Mouse Count, and See*, Tana Hoban
*One Bear at Bedtime*, Mick Inkpen
*Who's Counting*, Nancy Tafuri
*The Icky Bug Counting Book*, Jerry Pallotto
*Ten Black Dots*, Donald Crews



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**TIME**

*January Brings Snow*, Elizabeth Falconer
*Spring is Here*, Tara Gomi
*Planting a Rainbow*, Lois Elhert
*Growing Vegetable Soup*, Lois Ehlbert
*It's About Time, Jessee Bear*, N. Carlstrom
*First Comes Spring*, Anne Rockwell



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# How Children Experience the Center: Training and Evaluation Based on the Child Perspective

*Jeanne M. Heberle*
*Early Childhood Consultant, Western Illinois University, Macomb, Illinois*

*Cecelia Benelli*
*Associate Professor, Early Childhood Education, Western Illinois University*
*Macomb, Illinois*

This workshop is a demonstration of a staff training and program evaluation process that focuses on the effectiveness of classroom practice. The process involves using classroom videos in conjunction with a viewing guide/rating scale to infer children's perceptions of their experiences. This approach can be used by trainers, evaluators, and classroom teachers.

## Viewing Guide

Teachers _____ Date/Time_____

Children _____ Location_____

I. Describe at least three examples of children engaged in active learning. (Examples: choices, materials for manipulatives, and language among children and adults.)



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II. Watch your actions to note how you interact with individual children. Describe two instances in which you supported and encouraged children to expand their work. Make particular note of those interactions where you elicited language, deepened their engagement in an activity, and/or interested other children in a project.

III. Write at least two key experience observations for each of the children.



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IV. The following statements indicate a child's feelings regarding the type and quality of interactions she or her experiences in an early childhood classroom. Rate these statements from the perspective of an individual child by indicating where on the continuum the child's response would likely fall. Rating scale: 1= almost never; 2= seldom; 3= sometimes; 4= often; and 5= almost. If unable to determine at this time, mark NA.

Child _____ Date _____ Time _____

A. I feel that I belong rather than just being one of the crowd. Other children played with me.

_____

1 2 3 4 5

B. I feel accepted, understood, and protected.

_____

1 2 3 4 5

C. I am addressed seriously and respectfully.

_____

1 2 3 4 5

D. I am glad to be here and not eager to leave.

_____

1 2 3 4 5

E. I am spoken to, supported, and encouraged many times during the day.

_____

1 2 3 4 5



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V. This set of indicators is to be applied to a child's perceptions of the quality of experiences or activities available to him or her. For an individual child, circle which of the numerical ratings most likely applies to the specific response continuum and note which of the indicators support your rating. Five indicates the highest level or most positive response; one indicates the lowest level or most negative response.

Indicators: **V** = verbal response
**T** = time engaged
**F/B** = facial expression/body language
**E** = child extends activity
**NA** = not ascertained

Child _____ Date _____ Time_____
Activity/experience _____

| **Child's Perspective** | | | | | | **Indicators** |
|---|---|---|---|---|---|---|
| A. Interested<br>Comments: | 5 | 4 | 3 | 2 | 1 | Bored _____ |
| B. Engaged<br>Comments: | 5 | 4 | 3 | 2 | 1 | Indifferent _____ |
| C. Absorbed<br>Comments: | 5 | 4 | 3 | 2 | 1 | Distracted _____ |
| D. Making connections<br>Comments: | 5 | 4 | 3 | 2 | 1 | Not making connections _____ |
| E. Challenged<br>Comments: | 5 | 4 | 3 | 2 | 1 | Mindless/trivial _____ |
| F. Satisfied<br>Comments: | 5 | 4 | 3 | 2 | 1 | Frustrated/confused _____ |



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# The Role of Play in the Daily Routine

*Dan Hodgins*
*Coordinator, Early Childhood Education, Mott Community College, Flint, Michigan*

This presentation will look at the importance of play in the daily routine. Learn how to recognize stages of play. An implementation plan for play experiences will be demonstrated. Plan on a highly interactive session.

## Benefits of Play

- Improves self awareness/builds self confidence
  - reduces stress
  - encourages good feelings
  - makes a child feel powerful
  - helps develop independence
  - develops positive body image
- Fosters group awareness and social interactions
  - encourages socially acceptable behaviors
  - helps children make friends
  - function as a part of a group
  - develop empathy
- Develops gross and fine motor skills
  - helps children relax
  - enjoys movement
  - enhances growth and development
- Assist cognitive/language skills
  - help children problem solve
  - help children practice
  - exposes children to the verbal and written words



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- Fosters creative abilities
  - process is most important
  - express feelings and needs
  - encourages imagination
  - fosters pretend play

## Benefits of a Play Curriculum

1. Develops the attention span of the child
2. Involves the child in an activity which provides for total participation
3. Confronts the child with tasks which must be worked through in thinking and problem-solving
4. Provides the child with artistic challenges and successes
5. Provides the child with experiences which involve creativity
6. Allows the child the opportunity to share, to listen, and to plan
7. Provides the child the opportunity to create and rearrange according to individual interests and desires
8. The child learns to experience restrictions, frustrations, successes, and power
9. Play lessens feelings of fear, anger, and inadequacy. Positive play experiences provide the child with a sense of control.
10. Leads to the use of a wide variety of play and construction materials appropriate to the developmental needs of the child.
11. Play provides the child the opportunity to learn what none can teach him or her.
12. Play provides for sensory experiences.
13. Play provides a child with opportunities for language development including the expressions of thoughts and feelings.


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14. Play provides the child with opportunities to make mistakes; to explore their world.

15. Play provides opportunities for cognitive growth including conservation of number, quality, and space.

## Ingredients For Active Learning

- Materials for each child

- Manipulation of those materials

- Choice by the child of what to try with which materials

- Words chosen and used by the child to describe what he or she is doing

- Support by adults or peers in the form of recognition or questions that help the child think about his or her actions.



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# COR-PC and COR-Mac: The Computerized Versions of the High/Scope Child Observation Record

*Charles Hohmann*
*Elementary Curriculum Coordinator, High/Scope Foundation, Ypsilanti, Michigan*

A hands-on training session for those interested in using the computerized version of the COR: the COR-PC and the COR-Mac. Designed for people with little or no computer experience, the main features of the COR-Mac and the IBM compatible COR-PC will be covered. Working at individual computer stations, participants will start up the COR-PC and COR-Mac, add class information, enter and score anecdotes, print out child or classroom summaries and graphs, and make parent reports, all in our own COR-PC and COR-Mac lab. Remember, this session is a training session for the COR-PC and COR-Mac, not a session on the COR itself.

**Note: You must preregister for this session.** Space is limited. Please preregister at the Conference Registration Table for one of the three scheduled offerings on Thursday, if you have not already done so. An additional materials fee of $20.00 covers the added cost of the computer facilities; however, $10 of this fee may be credited towards the purchase of the COR-PC software box — **limit: $10 per box.**

## Anecdotes to Enter on the COR-PC/COR-Mac

1. Outside, put all the large rocks in one pile and all the small rocks in another, telling Stevie, "These ones are still too small."

2. At cleanup time, put all the dress-up clothes back on the hooks without being asked.

3. At greeting circle, told Beth, "My book is a little bit bigger," when really it was the smallest book.



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4. At snack, told Becki about going to the grocery store and buying a "surprise secret cake" for her mom's birthday, and about how she made the placemats for the party.

5. At planning, told Beth, "Well, I want to make a bow and arrow, but first I have to find a good stick and then cut the yarn and tape it to the end of it to make it stay on the stick part."

6. At work time, built a "house" with a "porch, baby room, sidewalk, and window" out of the large hollow blocks.

7. Outside, asked Jaleesa if she wanted to play with her on the tire swing.

8. At work time, patted on her knees to the beat of the Sneaky Snake music she put on the tape recorder.

9. At small group time, counted out 6 pegs from the basket.

10. At work time, told Paul, "That makes me mad!" when he knocked over her block tower.

11. At small group time, made up a story "All about my family." Wrote the words "MOM," "DAD," and "ARVO" in her book.

12. During work time, tried to get her dress-up skirt to stay up, first pulling it way up to her armpits, then tucking it into her pants, and finally using masking tape and taped it to her shirt (and was successful).

13. Outside, told Sam, "Teacher, she took my bike and I want it back."

14. At work time, painted a picture of a "scary monster" with a "head," "body," and "scary teeth."

15. Zipped up her own coat before she went outside.

16. At work time, in the house area, told Julia, "Not there, look behind that blue dress," to find the yellow lunch box.

17. At work time, picture read the *Are You My Mother?* book to L.J.

18. At work time, told Becki, "Teacher, will you come and play with us? You could come and visit our cabin and we'll make you some supper."

19. At work time, threw beanbags up in the air and caught them.



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20. Told Sam she wanted "some cheese" but "not any crackers" at snack time.

21. At work time, arranged five crayons on the floor from largest to smallest.

22. At work time, took all the blocks off the shelf, got a blanket and a pillow, and put them on the shelf. Climbed on the shelf and said "SHHHH, now I'm going to take a little nap in my bunk bed."

23. At large group time, told Beth, "I want to sit by Douglas. He's my best friend."

24. Came into school saying in a high voice, "Meow, I am a baby lion and I'm gonna be in your school today," and crawled over to the greeting circle area.

25. Followed Becki's two-part verbal directions to put her hands on her head and then her knees, her ears and then her feet.



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# Onward and Upward!: Moving the High/Scope Approach Beyond Grade 3

*Charles Hohmann*
*Elementary Curriculum Coordinator, High/Scope Foundation, Ypsilanti, Michigan*

Using examples from several sites that have extended High/Scope beyond 3rd grade, we'll look at the major themes that will carry High/Scope into upper elementary. The session will pose the major choices to be made regarding classroom arrangement, daily schedules, key experiences, and curriculum content, and will give the participant a chance to enter the world of the developmental curriculum designer.

## NOTES



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# Adult-Child Interactions: Forming Partnerships With Children

*Mary Hohmann*
*Educational Consultant, High/Scope Foundation, Ypsilanti, Michigan*

This session will introduce a new video in the High/Scope Preschool Curriculum Series, "Adult-Child Interactions: Forming Partnerships with Children." Designed for both teachers and trainers, the video program has two parts. Part I introduces adult-child interaction strategies, demonstrates their use in two classroom scenes, and includes a teacher commentary on each scene. Part II shows 13 additional classroom scenes illustrating the adult-child interaction strategies presented in Part I. The scenes in this section are presented without commentary to encourage viewer analysis and discussion. We will view sample scenes from each part of the video.

## Video's Opening Narrative

Supportive relationships between adults and young children are at the heart of the High/Scope educational approach. Children construct knowledge about the social and physical world through their experiences with people and materials. While we adults cannot expect to give or tell children everything they need to know, we can form positive relationships that encourage children to explore, discover, and construct for themselves the knowledge they need to guide them through life.

Interacting as children's partners rather than as their managers or directors, we encourage children to develop the basic capacities of trust, autonomy, initiative, and creativity. As partners, we share control with children. We engage in the give-and-take exchange that enables children to follow their own interests and exercise their growing capacities and strengths.

In this video program, you will see adults carefully enter the child's world of invention and discovery and thoughtfully support children's intentions and ideas in play and conversation. You will see adults acting as partners with children at planning, work, and recall times, small-group and large-group times, and outdoor times. In a High/Scope program, supportive interactions occur throughout the day whenever adults and children meet.



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## Supportive Interaction Strategies Illustrated in the Video

- Put yourself at the child's physical level.
- Observe and watch what the child is doing.
- Listen and strive to understand what the child is saying.
- Take cues, directions, and ideas from the child in play and conversation.
- During conversational turns, offer comments and acknowledgments.

## Interactions Shown in the Video

**Part I**

Making Pretend Salt (Work Time)
Teacher Commentary
Covering Foam with Glue (Work Time)
Teacher Commentary

**Part II**

Scene 1. Guessing Leah's Plan (Planning Time)
Scene 2. Beauty Shop (Work Time)
Scene 3. "I'm the Winner!" (Work Time)
Scene 4. Washing Windows (Work Time)
Scene 5. Drawing (Recall Time)
Scene 6. Pressing Play-Doh (Small-Group Time)
Scene 7. Poison Cookies (Small-Group Time)
Scene 8. Balls (Small-Group Time)
Scene 9. Road Construction (Small-Group Time)
Scene 10. Streamer Dancing (Large-Group Time)
Scene 11. Shaker Dance (Large-Group Time)
Scene 12. Jail (Outside Time)
Scene 13. Parachute Play (Outside Time)



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# Painting and Drawing: Promoting Children's Creativity

*Mary Hohmann*
*Educational Consultant, High/Scope Foundation, Ypsilanti, Michigan*

*Eli Trimis*
*Artist and Lecturer in Preschool Education, Aristotle University, Thessaloniki, Greece*

This presentation is based on a new video, "Drawing and Painting: Ways to Support Young Artists." The five parts of this video feature the work, ideas, and slides of Greek artist and early childhood educator, Eli Trimis.

## I. Setting the Stage for Drawing and Painting

*Support Strategies to Try*

A. Give children time to explore and experiment with drawing and painting materials.
B. Support all children wherever they are in their artistic development: encourage them as they make marks, scribbles, shapes, simple figures, and detailed figures and forms.
C. Encourage a playful approach to drawing and painting.
D. Provide children with a variety of papers, paints, and drawing implements, as well as smocks and clean-up tools.

## II. Exploring and Drawing with Finger-Paint

*Support Strategies to Try*

A. Provide time and a playful atmosphere in which children can explore finger-painting.
B. Give children plenty of room in which to work. Encourage them to spread out on the floor, at the easels, and at tables.
C. Present finger paints in jars and on plates to encourage children to use their fingertips, fingers, and palms to experience the consistency and textures of the paints and paper.
D. Begin with one primary color (red, yellow, or blue). Gradually add the other primary colors.
E. Encourage children to mix colors to create new colors.
F. Provide large sheets of paper for group work and small sheets of paper for individual work.

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G. Begin with white paper before introducing colored paper. Provide paper with unglazed and glazed surfaces.
H. As children gain control over finger-painting techniques, show them how they can dip each finger into a different color.
I. Listen for and support children's comments about colors, textures, and the consistency of the finger-paints they are using.
J. Read stories to experienced finger-painters and encourage them to create their own illustrations.

## III. Exploring Drawing and Painting with a Variety of Materials

*Support Strategies to Try*

A. Introduce brush painting by giving children white paper, a brush, and one primary color (red, yellow, or blue). Then add other primary colors.
B. After children have worked with primary colors, introduce secondary colors. Have children experiment with mixing the primary colors to see what happens.
C. Encourage children to take time to explore, describe, and gain control over all kinds of lines: long and short lines, thick and thin lines, top-to-bottom lines, side-to-side lines, wavy lines, and contrasting lines.
D. Move furniture if necessary to make room for children to make large paintings and drawings.
E. Provide opportunities for children to draw and paint to music.
F. Encourage children to draw with nontraditional drawing materials such as string, yarn, thread, and pebbles.
G. Take children to museums to see lines and designs in folk art such as weaving, costumes, and pottery.
H. Provide photographs and illustrations for children to look at, talk about, and enjoy.
I. Comment specifically on the kinds of lines and shapes you see children drawing.
J. Listen for and accept children's comments about their work.
K. Accept and support children's desire to mix media such as paint and crayons as they paint and draw.
L. Accept and appreciate each child's drawing or painting.
M. Refrain from showing a child how to draw and from "correcting" a child's work.
N. Encourage children to re-enact and illustrate stories they enjoy.
O. Hang up children's art after each art experience. Converse with children about what they see.



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## IV. Drawing and Painting on Variety of Surfaces

*Support Strategies to Try*

A. Provide children with a variety of surfaces on which to paint: cardboard, cellophane, poster board, long strips of paper, round white and colored papers, paper tubes, large and small boxes.
B. Offer children who finish before their peers the opportunity to try a different, but related, material. For example, offer colored paper to children who have finished with white paper.
C. When children pause or complete their work, comment specifically on what you see —"You painted your side of the box blue!" — rather than make evaluative statements like "How nice!"
D. Display children's art and converse with them about what they see.
E. Relate children's art to artists' art. For example, exhibit children's decorated paper plates next to real plates.
F. Paint outside with children when weather permits.

## V. Drawing and Painting from Experience

*Support Strategies to Try*

A. Encourage children to recall and record significant events they have experienced by drawing them.
B. Look at nature with children. Encourage them to draw what they see.
C. Visit visually interesting places children might like to draw, such as parks, a zoo, or local landmarks.
D. When something visual like a flight of birds catches children's attention, take time at that moment to encourage children to record their observations in drawings.



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# "Tell Me a Story!" Strategies for Beginning Storytellers

*Mary Hohmann*
*Educational Consultant, High/Scope Foundation, Ypsilanti, Michigan*

*Linda Weikel*
*Educational Consultant, High/Scope Foundation, Ypsilanti, Michigan*

Telling stories to young children at small-group time, at large-group time, at the beginning of nap time, or on a bus ride is one sure way to have fun with language! This session will help you recognize and build on your own storytelling knowledge and skills.

## Types of Stories for Your Storytelling Repertoire

- Traditional children's stories you already know
  - *Caps for Sale*
  - *The Three Bears*
  - *The Three Little Pigs*
  - *The Three Billy Goats' Gruff*
  - *The Gingerbread Man*

- Stories you make up based on
  - Traditional stories, folktales, fairy tales
  - Stories you were told as a child
  - Things you did as a child
  - The interests and actions of the children in your class

- Stories started by the children
  - "Tell us a story about a race car driver..."
  - "Tell about a little boy with super strong arms..."
  - "Ballerinas putting on a dance..."
  - "A kitty was lost and then got found..."



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- Stories you start and children add to

  "Once upon a time, there were two children, Gina and Joseph. One of the things they liked to do best was take walks with their grandpa. One day, as Gina and Joseph went walking with grandpa, each one holding one of grandpa's big hands, they stopped to watch a (children fill in )..."

  "One day, Hannah, David, and Clarice, played in the block area. They decided to build a (children fill in)..."

## Elements to Include in Your Stories

- Repetition
- Familiar actions children can do as they listen
- A setting, a problem, a resolution

## Practice Ahead of Time

"You may be fearful at first, but if you prevail you will find each storytelling experience easier — like the little city girl who was spending her first summer in the country. She was asked how she liked running about barefoot. 'At first I could hardly walk,' she said, 'but the rocks got softer everyday.' Telling stories will become easier and, finally, exhilarating." (*Once Upon a Time: A Storytelling Handbook*, p. 11 — see References, below)

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# "Old Ones, New Ones, Loved Ones, Forgotten Ones . . . "

*Serena Johnson*
*Director, High/Scope UK, London, England*

As Certified Trainers run High/Scope courses over a period of time, they form opinions about activities based on their training experiences. Some activities are always "sure-fire" winners; some are risk takers — sometimes they work, sometimes they don't. Some activities don't generate the individual trainer's enthusiasm and so are not used. Some activities, with modifications or additions, can change from being very ordinary ones to successful ones. And, of course, over time, Certified Trainers also develop ideas for their own activities and gain ideas from colleagues.

This session invites Certified Trainers to share some of their favorite, and not so favorite, course activities with colleagues and so use the session to gain new ideas for successful activities and explore new possibilities for activities that may currently be little used. Please come to the session, therefore, with one or two activities you would like to share or work on.

## NOTES



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# Ladies and Gentlemen: Start Your Fine Motors

*Diana Jo Johnston*
*Elementary Curriculum Consultant, High/Scope Foundation, Ypsilanti, Michigan*

This workshop will introduce a variety of activities for elementary classrooms that help develop and strengthen fine motor control. These activities allow students to be actively involved. Rather than have students practice writing on lined newsprint for 15 minutes, try one of these activities.

## Elements of Active Learning

From *Introduction to the High/Scope Elementary Educational Approach*, Fine Motor Skills

- Materials
- Manipulation
- Choices
- Language
- Support

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## A Developmental Approach to Teaching

| | |
|---|---|
| Being aware of developmental stages and characteristics | ✦ Identifying appropriate content for learning experiences |
| | ✦ Identifying readiness for new learning tasks |
| Keeping the process of development in mind | ✦ Balancing *teaching initiative* with *child initiative* |
| | ✦ Providing materials, manipulation, choice, language, support |
| | ✦ Taking cues from the child: observing, supporting |
| | ✦ Empowering the child |



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# Tweezer Sorting

## Supplies

- 6 large sturdy tweezers
- 6 containers of various beans
- 6 sorting trays (purchased, teacher-made, muffin pans, etc.)
- 6 work mats (laminated fabric, burlap, or construction paper place mats)

## Activity

- Each student has his/her own materials. They use tweezers and one hand to start, then use the other hand, to sort beans.

## Extensions

- Vary sorting objects by using colored marshmallows, M & Ms™, Skittles™, etc.
- Make a math activity by writing numerals on lima beans, have children sort by number.
- After some practice, allow children to challenge the timer or beat the clock by using commercial or teacher-made timers.
- Allow students to create games and/or choose other materials for sorting.

## NOTES



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## Stitch the Line

### Supplies

- Fabric/upholstery scraps*
- Needles (with extra large eyes)**
- Yarn or embroidery thread
- Colored sewing chalk or crayon
- Sewing scissors
- Large pin cushion or small pillow to use as pin cushion
- Embroidery hoops (great for light weight fabrics)

* Some fabric scraps are pre-marked with designs, various lines, or scribbles.

** Start with needles already threaded and knotted.

### Activity

Students choose pre-marked or plain fabric and needle with thread or yarn in the color of their choice. They sew along pre-marked line(s) or sew a pattern of their own design.

### Extensions

- Students draw their own designs
- Students sew more than one design and sew two pieces of fabric together to make a pillow.

## NOTES



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# Punch a Pattern

## Supplies

- Various paper punches
- Paper strips varying in color, paper weight, length, and width
- Containers or boxes for the punched pieces
- Pattern idea cards

## Activity

Students choose two paper punches and two or three paper strips. Using the punches, students create their own patterns and/or replicate patterns. The punched pieces go into a container to be used later or in an art area.

## Extensions

- Other paper is available for students to punch borders on placemats, cards, letters, etc.
- Additional paper in various shapes just for creating for fun is available.

## NOTES



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## Measure It

### Supplies

- Various measuring tools
- Various objects or items
- Containers
- Task cards
- Prepared paper for recording results

### Activity

Each student chooses a container with a selected number of items in it as well as a measuring tool. Students measure the items and record the results, then choose a task card. Tasks should be completed with the same set of objects.

### Extensions

- Task cards for measuring objects or items too large to place in the container
- Task cards reversing the activity from measuring given items and recording to finding an object with specific measurements..

## NOTES



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# Linking the Elementary Key Experiences to the Workshop Process

*Diana Jo Johnston*
*Elementary Curriculum Consultant, High/Scope Foundation, Ypsilanti, Michigan*

Participants will experience a variety of elementary level small-group workshops. These will address key experiences and the elements of active learning and intrinsic motivation. A process for evaluating small-group workshops will be introduced. Participants will have an opportunity to learn from one another as they brainstorm new workshop ideas.

## Workshops

Workshops represent the instructional period of the day in High/Scope classrooms — the time when a teacher focuses on concepts in specific content areas, such as mathematics, language, or science. Workshops are typically 50- to 70-minute blocks of time when the class is divided into small groups of five to eight children. One group works on an activity with the teacher while the other groups work on self-directed or largely independent small-group activities, or at the computer area.

In kindergarten and first-grade classrooms, workshop activities are kept to approximately 10 to 15 minutes in length, taking into account children's shorter attention spans. In second- and third-grade classrooms, workshop activities last 20 to 30 minutes, and rotation among four activity "stations" may take two days to complete. Workshops provide a time when teachers "set the stage" for learning about specific content areas or key experiences by arranging learning environments in which the discovery process can unfold. Workshops offer an alternative to teaching children in large groups, and they allow a focused approach to the introduction of new concepts.

### Benefits of Workshops

Workshops . . .

- Increase the opportunities for social experiences and communication that takes place during the day.


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- Allow children to gradually take on more responsibility for learning.
- Require materials and activities that are accessible to children in the classroom.
- Decrease the amount of content a teacher can introduce in a given amount of time.
- Increase the amount of individualized attention a teacher can provide.

**Grouping Children for Workshops**

It is hoped that teachers will maintain an awareness of each child's individual strengths and weaknesses in each curriculum area while avoiding actually grouping children by ability. This ongoing style of individualized assessment and teaching requires practice and familiarity with the key experiences. However, it makes it unnecessary to physically group, or track, children by ability, and it avoids the possibility that the children are pigeonholed as "fast" or "slow."

When making up groups, keep in mind these guidelines:

- Groups should be easy to handle. Separate personalities that may conflict.
- Attempt to balance each group by such factors as sex, personality, and propensity to be a leader or a follower.
- Change the group membership throughout the year, so children have chances to work with a variety of children.

## Sample Workshops

It is 9:00 a.m., Wednesday, in Mrs. Petersen's second-grade classroom. Students have just completed the class meeting and a movement activity. Mrs. Petersen prepares the class for workshop time — the 90-minute time block during which students work in small groups on various skill-building activities. Mrs. Petersen has designed a series of six workshops to be conducted in two workshop periods. Students are to rotate through the series with each student going to three of the six workshops on Wednesday, the remaining three on Thursday. Mrs. Petersen begins with a ten-minute overview of what will be expected of students in each workshop, followed by a question-and-answer session. The group then breaks into heterogeneous groups of four to six students per group. The six workshop activities are as follows:

**Workshop 1: Writing**

The teacher or a parent/grandparent volunteer reads all but the last three pages of *The Aminal*, by Lorna Balian, to the group (the story could also be prerecorded for students to play on a cassette tape recorder). Students then write and illustrate their own ending to the book. They may choose to work alone, with a partner, or with the small group.


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**Workshop 2: Math**

Various art materials, other open-ended supplies, and two spinners are provided for students to work with. One spinner is used to select "aminal body parts," another to select numbers. Students create an "aminal" by spinning for a number and body part, then drawing, painting, modeling with clay, or using a combination of art media to create their creature. For example, if a child spins "head" and "5," he would create five heads, then spin again for additional body parts, continuing until his "aminal" was complete.

**Workshop 3: Listening**

Students listen to a prerecorded cassette tape of sounds occurring in various settings, for example, a busy highway, a bumpy dirt road, an airport, a farm, a playground, an ocean, a lake, a mountain setting, or a park. After listening once, they replay the tape and stop after each segment to look at pictures of the settings and find the one that is the closest match. When they are finished listening and matching, the students choose their favorite setting and write about it. The expected product for the writing assignment may range from a list of adjectives that describe the setting, to two sentences, to a complete paragraph. Teachers set expectations for this task based on the individual student's academic level.

**Workshop 4: Computers**

The computer activity today is *Make a Bug* from the program *Millie's Math House*. Students explore all the choices available and make various bugs on screen. They choose their favorite bug to print and then write a description of it. If time permits, they may color or decorate their bug.

**Workshop 5: Spelling**

Students are provided with a list of 12 adjectives from *The Aminal*. Students are asked to practice and learn to spell at least six words. They may choose any of the following to use as they practice: paper and pencil, alphabet blocks or tiles, yarn and glue, letter stamps and ink pads, clay. Students are also expected to write four sentences using at least four of the adjectives on paper. Students who complete the above task before time is up practice spelling the other six adjectives.

**Workshop 6: Proofreading**

Students are provided with prepared pages of typed text and are asked to find correctly and incorrectly spelled words and correct and incorrect sentences. They are then expected to rewrite or revise incorrect sentences. The final page of the prepared materials asks


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students to find adjectives and select five to illustrate. They may use newspapers, catalogs, magazines or other supplies to illustrate their five adjectives.

## Key Experiences

The High/Scope key experiences are statements of developmentally sequenced learning processes in each content area. The key experiences enable you to see how specific content in each curriculum area relates to children's spontaneous behaviors or individual learning styles. When adults are familiar with the key experiences, they are better able to encourage and extend learning *as it occurs*, often in the context of child-initiated activities. Key experiences can free teachers from dependence on standardized lesson plans, behavioral objectives, or textbook scope and sequence charts, which tend to be lock-step in function.

### Using the Key Experiences

Key experiences can be used to

- Monitor development
- Structure content
- Communicate with parents
- Structure questions
- Design activities
- Assess children's progress
- Select materials



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## Workshop Evaluation

| Workshop | Key Experiences | Active Learning | Intrinsic Motivation | Multiple Intelligences |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |

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# If I've Told You Once, I've Told You 1,000 Times

*Diana Jo Johnston*
*Elementary Curriculum Consultant, High/Scope Foundation, Ypsilanti, Michigan*

In this workshop, participants will explore distruptive child behaviors, often seen in elementary classrooms, hallways, assemblies, or lunchrooms. Ideas for identifying these behaviors and possible causes will be introduced. Strategies for modification, with the goal of eliminating these behaviors will be presented.

## NOTES

(Handouts for this session continue on the next page.)



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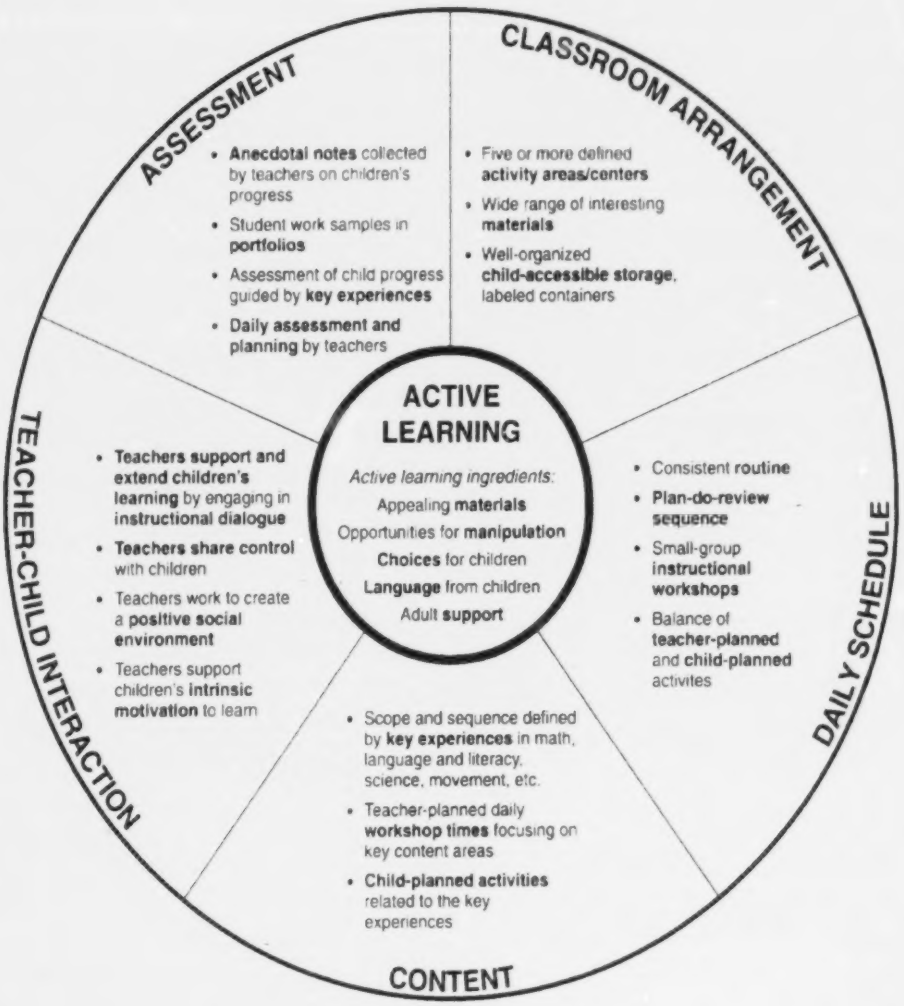
**The High/Scope Elementary "Wheel of Learning"**

The High/Scope elementary educational approach is a developmental framework for promoting meaningful and realistic educational experiences for all children. The following wheel diagram illustrates the six interrelated components of the High/Scope elementary educational approach: active learning, classroom arrangement, daily schedule, content, teacher-child interaction, and assessment. Notice that active learning, the central component of any developmental approach, forms the hub of the wheel because it is the foundation for all the other components.

## "Wheel of Learning"


ASSESSMENT
• Anecdotal notes collected by teachers on children's progress
• Student work samples in portfolios
• Assessment of child progress guided by key experiences
• Daily assessment and planning by teachers
CLASSROOM ARRANGEMENT
• Five or more defined activity areas/centers
• Wide range of interesting materials
• Well-organized child-accessible storage, labeled containers
ACTIVE LEARNING
Active learning ingredients:
Appealing materials
Opportunities for manipulation
Choices for children
Language from children
Adult support
TEACHER-CHILD INTERACTION
• Teachers support and extend children's learning by engaging in instructional dialogue
• Teachers share control with children
• Teachers work to create a positive social environment
• Teachers support children's intrinsic motivation to learn
DAILY SCHEDULE
• Consistent routine
• Plan-do-review sequence
• Small-group instructional workshops
• Balance of teacher-planned and child-planned activites
CONTENT
• Scope and sequence defined by key experiences in math, language and literacy, science, movement, etc.
• Teacher-planned daily workshop times focusing on key content areas
• Child-planned activities related to the key experiences



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Age range of children:

Identify problem situations/behaviors in your classroom.

Identify problem situations/behaviors outside the classroom, i.e., playground, bus, cafeteria, etc.



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List strategies you currently use to manage/control problem behaviors.

List directive or controlling statements or actions.

Identify two ways children react to each of the above statements.



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## Interaction Strategies in the High/Scope Approach

What is interaction? *Interaction* refers to the verbal and nonverbal dialogue that is created when adults work, play, and communicate with children. In the High/Scope approach, both children and adults contribute to this dialogue and there is a balance between adult and child contributions. Achieving this balance may require adults to make changes in their own styles of working with children. In their interactions with children, adults are often used to being "in control" and it may be difficult for them to learn to share control.

Studies of the relationship between teachers' interaction styles and the development of older children also support the importance of a child-oriented interaction style. These studies demonstrate that in classrooms where teachers are responsive — guiding and supporting children's activities rather than directing or controlling them — children take initiative more often and are more likely to be actively involved and persistent in their work.

## Building Intrinsic Motivation

- Adults provide developmentally appropriate challenges, choosing activities based on careful observation of children's developmental progress.

- Adults convey curriculum content through activities and materials that are engaging to children.

- Adults focus on materials and activities in which they themselves are interested.

- Adults provide specific feedback and encouragement on the successes in children's work, directing attention to the educationally significant and intrinsically satisfying aspects of the activity.

- Adults provide choices and encourage independent decision-making for children.



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## Steps for Resolving Conflicts

Use these steps when children are engaged in conflict with each other. Just as with any new set of skills, it takes practice to learn to apply the process of conflict resolution. With time and repeated experience, both children and adults will come to rely on this shared process.

- **Approach calmly:** Observe what is happening and prepare yourself for a *positive* outcome.
- **Gather information:** Ask open-ended questions, directing your questions to one child, then another, all the while listening carefully for details.
- **Acknowledge feelings:** "You sound very angry," or "You look quite sad."
- **Restate the problem:** After listening carefully for details, retell what happened according to what the children have told you (not according to what *you* think).
- **Ask for ideas for solutions:** "What do you think we could do about this problem?"
- **Be prepared to give follow-up support:** Check a few minutes later to see if chidlren are following their plan for a solution.



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# Applying a Child-Centered Approach to Transitions of Infants & Toddlers

*Diane Kenagy Williams*
*Director of Child Development, Landis Child Development Center,*
*Foxwood Springs Living Center, Raymore, Missouri*

When the infant/toddler needs to transition from one room to another it can cause trauma to the child as well as the parents. This presentation will focus on implementing a child-centered approach to transitions, anecdotal observations, team planning, and strategies that respect the currently established bond between the child and caregiver throughout the entire transition.

## Guidelines for Transitioning Infants/Toddlers From One Classroom Into Another

In order to better meet the needs of infants and toddlers in our care, we have developed a plan for moving them from one room to another as they grow and develop. The rationale behind these detailed guidelines is based on the knowledge that infants and toddlers are more likely to develop to their potential at each stage of development if they bond with their primary caregiver. In the case of working parents where their child is in our care for 8-10 hours a day, five days a week, providing an environment where children can bond with caregivers is extremely important. Because of the frequent changes in caregivers and abrupt transitions of children into a new room as they grow, child care centers generally have difficulty supporting the development of this caregiver-child bond. Transitioning children in the infant/toddler area from one room to another in an abrupt manner, which meets the needs of the center but not the child, can be traumatic and disruptive to the child. If this transition is managed in a manner which offers support to the child, parents, and staff, it can be less disruptive. The manner in which this transition is handled by the caregiving staff and parents will largely determine how it will be handled by the child. These guidelines offer an alternative to the abrupt transition of a child from one room to another as they grow and develop.

Each child will be transitioned on an individual basis. When they display that they have reached a point in their development where they would benefit from being with children older than those in the group they are currently with, the transition plan is developed. The administration of the


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center takes great care to project and plan ahead for possible upcoming transitions. However, situations arise where a delay in transitioning occurs due to lack of space. Our goal is to make the transition as smooth and comfortable for all persons involved: child, peers, parents, and staff.

Once it has begun, the transition will proceed at a pace determined by the child as observed by staff and parents. In the past, transitions have occurred as quickly as two weeks but have taken as long as several months, depending on the child's needs

Implementation of the guidelines below will increase the probability of a successful transition. The desired outcome is a child who has been moved into a new room with support and respect given to the child's needs. If this has occurred, the result will be a child who has experienced very little disruption to his or her daily life. All team members will need to follow the steps outlined below.

## Procedures for Transitioning Children

When considering the move of a child from one room to another, the current caregivers of the children begin by:

- Observing some of the behavior indicators listed below.
- Talking with the Director to insure availability of space.
- Filling out the "Transitioning Worksheets".
- Due to the fact that transitions occur with more ease for children when a familiar peer accompanies him or her, consideration should be given to moving two children at the same time.
- Current caregivers discuss the possible move with the parents and give them a copy of these guidelines.

1. **Staff members and parents observe signs in the child's development which indicate that the child is needing to be with an older group.**

   **Infant to Toddler I**: Some indicators that an infant is ready to transition from the infant room into Toddler I include:

   - Standing or walking, being more active and mobile. He or she may or may not be walking yet.
   - Interest in activities that older children are doing.
   - Signs of needing increasingly more complex play activities. (Staff will often say "They seem bored in here".) This may be displayed by aggressive behavior toward the younger children in the room, throwing toys, biting, wanting to go with Toddler I children when they see them, etc.



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- Increase their attention span and interest in exploring the room and toys.
- Feeding self finger food.
- Decrease in their need for a morning nap.

**Toddler I to Toddler II**: Some indicators that a child in the Toddler I room is ready to transition into the Toddler II room include:

- Increase in verbal ability.
- Increase in the length of their attention span.
- Beginning to engage in more constructive/purposeful play.
- Beginning to engage in more make believe play than younger children.
- An increase in bladder control, interest in using the toilet.
- Signs of boredom with the Toddler I age group (see infant list above).
- Able to nap on a cot.
- Able to sit at a table to eat.

**Toddler II to Preschool**: Some indicators that a child in the Toddler II room is ready to begin transition into the Preschool classrooms include:

- The ability to sustain play for longer periods of time.
- Increase in his or her ability to verbalize plans, needs, and feelings.
- An increase in his or her ability to resolve conflicts with peers.
- An increase in bladder control and being able to use the restroom with some independence.
- The ability to manage his or herself in a group more independently than younger toddlers.

The Toddler II child who is transitioning into the preschool classrooms will be expected to manage themselves much more independently than they were in the Toddler II classroom. They will need to be able to adjust to this increase in responsibility as well as simply functioning within a much larger group of children and a higher child-staff ratio. In order that the child may be successful, it is crucial that this transition be handled carefully and slowly while observing the child's behavior. Transitioning before the age of three, into our large preschool classrooms, is generally more difficult to accomplish successfully and is usually discouraged.

Note: Often times a child may not have bladder and bowel control but may otherwise seem ready to move into the preschool. If this is the case, the child generally is able to develop the needed control with a minimum amount of adult support. Since there are no diaper changing areas in the preschool, a child who is unable to use the restrooms may have difficulty functioning successfully in the preschool classroom. Staff may need to explore the possibility of a Toddler II staff member changing the child's diaper in the Toddler classroom, if possible.



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2. **Team members meet to discuss the transition and fill in the "Team Planning Form".** All team members who will be involved in transitioning a child must be included in the planning process. If the entire team is unable to meet, one main caregiver from the child's current room and one caregiver from the new room may meet to make plans. These two staff members will then need to discuss the plans with other team members, the parents, and the director, while making needed changes before finalizing the plan.

   **The most common sequence for transitioning children is as follows:**

   a. The new caregiver begins to visit the child in his or her current room.
   b. As the relationship with the new caregiver is established, the child begins to visit the new classroom either alone or with the current caregiver, depending on the needs of the child.
   c. As the child displays behavior which indicates they are comfortable in the new setting, the visits will occur without the current caregiver.
   d. The visits to the new room increase in frequency and length as it is observed that the child is adapting to the new situation.
   e. As the child continues to display that they are comfortable in the new room, they will begin to stay for lunch and nap.
   f. The child's time in the new room is increased until they are able to manage the entire day comfortably. At this point, the parents are encouraged to bring their child immediately into the new room upon arrival each day.
   g. When the child has been able to remain in the new environment daily for at least two weeks, without significant difficulties, the transition is considered complete.

Each child manages this process differently. Staff and parent communication during this time is important for modification of the process to fit the child's needs. This may mean a shorter transition for some children and a longer transition for other children. The staff members will find that their communication with the parents and between each other is the key to insuring a successful transition for each child.

**A note about the "parent transition":**
Throughout the transition period, the parent is also adjusting to the new room and staff. The "new" staff must give attention to developing a relationship and communication with the "new" parents. The parent currently has an existing relationship with the previous caregiving team and will need time to adjust and establish a new relationship with the "new team". Regular dialog between the new team members and the parents is crucial. Whenever possible, a phone call during the day to just talk with the parents is helpful.

Involvement of the parents in the transition planning and implementation offers support to them during this process. One method of involving the parent is to include them in making observation notes on the child throughout the entire transition process. Staff members will need to

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encourage the parents to contribute to the observation notes regarding any changes that they observe in their child (both positive and negative) outside of the center.

3. **All team members involved must sign the "Team Planning Form".**
   Upon completion, the plan will need to be signed by EACH team member and parents. This step is necessary to insure that everyone has been included and informed.

4. **"Team Planning Form" is reviewed by the Director**
   This step is to insure that the process thus far has included all parties involved and that a means for communicating with the parents has been established. The Director may offer suggestions and make recommendations for changes.

5. **Team has prepared the transition observation notebook for use.**
   All of the necessary pages have been added; Transaction Checklist, Team Planning Form, and blank observation pages.

6. **Parent has been consulted by the designated person.**
   The staff person who has been selected to be the communicator for the team contacts the parent and discuss the team's transition plan with them. Generally, the designated person should be the new small group teacher/caregiver. The reason for this is so that the child and parent are able to begin to build a relationship with the new teacher/caregiver. The parent, of course, can talk with any of the teachers, but the designated person is responsible for daily communication with the parent regarding the child's adjustment to the new classroom and any changes that might be needed.

7. **Parent has been sent the notification letter.**
   Staff member may obtain a copy of this letter from the office. It is then filled in by the teaching staff and given to the Director for signature. A copy of this letter is placed in the transition observation notebook, with the original being given to the parent.

8. **Emergency card has been made for the new room**
   An "emergency card" is left in the child's current classroom. A new one is made for the new classroom so that there are TWO classroom emergency cards; one in the current classroom and one in the new classroom.

9. **Transition observation notes are filled out each day that the child is involved in transitioning.**
   Staff members should make entries into the "Transition Notebook" each day. Parent entries are also made on these observation sheets. Staff will need to write the parent entries of may offer assistance to the parent, depending upon the situation. When making entries into the transition notebook, staff are to follow COR guidelines for anecdotal observations. Entries need to give information about the child's interactions with adults and


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children, what activities the child participated in, the behaviors displayed, etc. In order for this notebook to be able to move from room to room with the child, it will need to be separate from the notebooks used for Key Experience observations. Note: If the child refuses to go into the new classroom, this should be noted in the transition notebook.

**Some indicators that transition may be proceeding too rapidly:**
If the transition is progressing too rapidly for the child or if the child appears to not be managing the change well, the child will display some behaviors which will indicate that modifications in the plan are needed. These indicators may be overlooked or misinterpreted unless there is consistent and frequent communication between ALL parties.

**Some behaviors which indicate that the child is not managing the transition well are:**

- Crying which is not easily resolved with a child who has previously not displayed such behavior.
- Wetting pants (particularly at nap time) when they have otherwise not had this problem.
- Not wanting to come to the center when they have not displayed this behavior previously.
- Aggressive or disruptive behavior which is either not typical for this child or is an increase in such behavior.
- Child is consistently quieter than previously observed.

When such indicators are present on a consistent basis, the staff and parents need to confer and make modifications in the transition plan and/or the environment.

10. **Changes are made, as needed, on the team planning form.**
If modifications are needed from the initial plan, these will need to be noted either on the original team form, or on a new form. Again, all team members and the parents need to be informed and sign the form.

11. **Parent is kept informed throughout the transition.**
Refer to #2 and #6 for detailed information.

12. **Team has met to determine that the transition is complete.**
When the child shows significant signs of adjustment to the new surroundings, the transition is completed by transferring his or her belongings and "time in" notebook sheet to the new room. When it appears that the child has settled into the new room and need not return to the original room, an agreement is reached by ALL persons involved in the transition (parents, new teacher/caregivers, and former teacher/caregivers).



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A period of two weeks without returning to the original classroom is generally an indicator that the transition has been successful. If the entire team is not in agreement, the Director will be consulted to offer suggestions in making the final decision.

13. **Office report form has been given to the office.**
Staff members may obtain this form from the office. It is to be filled in, signed by all team members involved, and returned to the Director.

14. **Parent "final" letter has been sent.**
Staff members may obtain this form from the office. It is to be filled in and returned to the office for the Director's signature. A copy is filed in the observation notebook with the original going to the parent.

15. **All transition forms are given to the Director.**
The "designated communicator" insures that all forms are removed from the transition observation notebook and are given to the Director to be reviewed and placed in the child's file in the office.

In summary, the process of transitioning a child from one room to another affects many people and cannot be viewed as a simple event involving only one child. A transition of one child causes a "domino effect" on many rooms and many people. Therefore, communication and team planning is crucial to the successful transition of each child.



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# Using the High/Scope COR With Parents: Helping Parents Make Connections With Their Children's Development

*Silvia LaVilla*
*Executive Assistant, KIDCO Child Care Inc., Miami, Florida*

This workshop is designed to demonstrate how the High/Scope COR can be used by parents to help them improve parent/teacher communication, learn about their children's development, understand how to support their children as active learners, and become partners in their children's learning. Participants will be actively engaged in developing activities and strategies.

## NOTES



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# ON

# UP DOWN

*Pam Lafferty*
*Consultant Trainer, High/Scope UK, London, England*

In this workshop for Certified Trainers, we will explore those" extra little touches" that surround and weave through a workshop. We will demonstrate with tips and ideas how trainers can enhance, individualize, and bring a sense of completion to a workshop. It is an opportunity for trainers to become more aware of how they can use the shortest, smallest strategies — such as a look, a sound, or a quote to enrich their workshops and how they can pick up on leads from participants in order to personalize a workshop to the particular needs of that group.

## NOTES



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# From High/Scope Training to Beginning Classroom Implementation

*Betty Lasseter*
*Early Childhood Education Consultant, Savannah, Georgia*

This workshop explores the beginning implementation of the High/Scope educational approach following participants' training. It features, **active learning**, the foundation of the High/Scope approach. Active learning is embedded in both the learning environment and in the High/Scope daily routine.

**Workshop Goals:**

1. To discuss and develop strategies that will help ease the transition from home to preschool with emphasis on active learning, the active learning environment, and the High/Scope daily routine.

2. To identify ways a developmentally appropriate active learning environment encourages children's independence, decision making, and problem solving.

3. To explore ways a well-established daily routine will foster a smooth transition from home to preschool for children, parents, and teachers.

## Guidelines for Planning the Indoor Learning Environment

**Arranging the Play Space**

1. Divide the space into well-defined interest areas for distinctive types of play.

2. Choose names for the interest areas that children can understand.

3. Establish visual boundaries between the interest areas.

4. In developing a floor plan, consider the fixed elements of the physical setting and the traffic flow within and between the interest areas.

5. Plan the interest areas to accommodate many types of play.

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6. Modify the interest areas throughout the year.

**Choosing Materials**

7. Choose materials that reflect the children's interests.

8. Choose materials that are appropriate for the children's developmental levels.

9. Provide items that can be used in a variety of ways.

10. Choose materials that support the different types of play that are typical of young children.

11. Choose materials that reflect the experiences and cultures of the children in the program and that reflect human diversity in unbiased ways.

12. Make sure the materials are safe, clean, and well maintained.

**Storing Materials**

13. Store materials so that children can reach them.

14. Use see-through containers to store materials in plain view.

15. Make sure materials are consistently stored in the same place.

16. Label shelves and containers so children can find and put away materials.



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# Sample Materials List for a High/Scope Classroom

The following list represents some of the many possible materials children could find in the interest areas (art, house, block, toy, reading and writing, sand and water, music and movement areas) in a High/Scope classroom. Use this list to help plan for materials you want to add to the areas in your setting.

## Art Area

*Materials for mixing and painting*

___ tempera paint
___ liquid starch for finger-paint
___ soap flakes
___ watercolor paints
___ easels
___ plastic squeeze bottles
___ jars with lids for storing paints
___ paintbrushes of different sizes
___ muffin tins, frozen food tins
___ saucers for painting, printing
___ sponges
___ paper towels
___ smocks or paint shirts
___ toothbrushes
___ screening

*Materials for holding things together and taking them apart*

___ scissors
___ yarn
___ shoestrings
___ string
___ rubber bands
___ paper clips
___ cellophane tape
___ masking tape
___ white glue
___ paste
___ paper punch
___ staplers

*Materials for two-dimensional representations*

___ pencils
___ colored pencils
___ crayons
___ chalk and chalkboard
___ markers
___ ink pads and stamps
___ magazines and catalogs
___ paper of different sizes, textures, colors
___ newsprint
___ aluminum foil
___ wax paper
___ tissue paper
___ cotton balls
___ paper scraps
___ paper plates
___ shoeboxes
___ wallpaper samples
___ cardboard pieces

*Materials for three-dimensional representations*

___ clay
___ Play-Doh with accessories
___ buttons
___ straws
___ egg cartons
___ ice cream tubs
___ empty thread spools
___ pipe cleaners
___ clothespins
___ bits of wood
___ sequins
___ cardboard tubes
___ paper bags
___ cloth, felt, rug, vinyl scraps
___ feathers
___ Styrofoam bits
___ macaroni

## House Area

*Materials children see at home*

___ telephones
___ old clocks
___ one-step stepladder
___ plastic tool box
___ child-sized ironing board, iron
___ soft chair
___ small vacuum cleaner
___ broom and dustpan
___ toaster
___ non-working microwave
___ luggage
___ cooler or ice chest
___ desk
___ small tables and chairs

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*Materials for pretend play*

___ props for pretend play (e.g., barbershop, farm, fire station, doctor's office, restaurant, gas station)
___ dolls, stuffed animals
___ doll beds
___ baby rattles, bibs, bottles
___ clothes and hats
___ mirror
___ sleeping bag

*Kitchen equipment*

___ child-sized stove, refrigerator, sink
___ adult-sized pots and pans
___ cooking utensils
___ large and small spoons
___ large and small spatulas
___ eggbeater
___ egg timer
___ teapot, coffee maker
___ ladle
___ ice cube trays
___ hamburger press
___ cake tins
___ mixing bowls
___ measuring cups
___ canister set
___ sifter
___ potholders
___ adult-sized plates, cups, bowls
___ sponges, dishcloths, towels
___ napkins, placemats
___ plastic fruit
___ plastic vegetables
___ poker chips, bottle caps
___ Styrofoam bits, buttons, small pine cones
___ acorns
___ cereal boxes
___ cans, cartons, jars, and bags

**Block Area**

*Materials to build with*

___ building materials
___ large hollow blocks
___ unit blocks
___ small blocks
___ cardboard blocks
___ blocks made from shoeboxes
___ milk cartons
___ carpet pieces
___ bedspreads, old sheets, and blankets
___ large and small boxes
___ wood scraps
___ tubes
___ string, rope

*Materials to represent with*

___ steering wheel, used keyboard, telephone
___ small trucks
___ small cars and people
___ Tinkertoys
___ interlocking boards
___ wooden train set and track
___ barn and farm animals

**Toy Area**

___ Legos
___ marble games
___ puppets
___ puzzles
___ magnifying glasses
___ nesting cans, coffee cans, or cups
___ cuisenaire rods
___ washers, nuts-and-bolts
___ pegs and pegboards
___ stacking rings
___ magnets
___ interlocking squares
___ scales and balances
___ bead stringing materials
___ attribute blocks
___ buttons, stones, shells
___ picture dominoes
___ parquetry blocks
___ little people

**Reading and Writing Area**

*Materials for writing*

___ pencils
___ crayons
___ erasers
___ old computer keyboard
___ markers
___ typewriter
___ rubber stamps
___ paper clips
___ tape
___ rulers
___ different kinds of paper: graph paper and paper with and without lines
___ envelopes
___ stamps or stickers
___ inkpad



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*Materials for reading*
___ assorted books
___ photograph books (field trips etc.)
___ child-made books
___ beanbag chair

**Sand and Water Area**

*Materials for a water table*
___ plastic cars and trucks
___ pans, dishes, and silverware
___ plastic tubing
___ squeeze bottle
___ siphon and pump
___ funnels
___ measuring cups and spoons
___ smocks

*Materials for a sand table*
___ materials also found in water table
___ shovels, spoons
___ sifters and strainers
___ dried beans, peas, sawdust, and wood shavings to add to sand or substitute for it

**Music and Movement Area**

*Equipment*
___ tape player
___ tapes of teacher or other adults reading stories
___ microphone
___ earphones
___ streamers

*Musical instruments*
___ triangles
___ bells
___ sand blocks
___ maracas
___ wooden xylophone
___ tambourines
___ drums
___ claves

## Related Reading

Buckleitner, Warren, and Susan M. Terdan. 1991."Getting Started: the First Day of The Rest of the School Year." In *Supporting Young Learners*, Nancy A. Brickman and Lynn S. Taylor, eds., 220–225, Ypsilanti: High/Scope Press

Hohmann, Mary, and David P. Weikart. 1995. Arranging and Equipping Spaces for Active Learners, Chap. 5 in *Educating Young Children*, 111–47. Ypsilanti: High/Scope Press.

Hohmann, Mary, and David P. Weikart. 1995. "The High/Scope Daily Routine — A Framework for Active Learners". Chap. 6 in *Educating Young Children*, 151–164. Ypsilanti: High/Scope Press.


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# Defining and Defending the Multicultural Perspective in Education

*Sandi Lee-Weldon*
*Early Childhood Consultant, Savannah, Georgia*

To define and then defend the multicultural perspective in education, one must first understand the concept of multiculturalism. This concept incorporates three areas: knowledge of the concept of culture, knowledge of the concept of cultural differences, and knowledge of the experiences of (all) ethnic groups that make up America.

## NOTES



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# "Bridging The Gap": Incorporating Culturally Appropriate Activities for Chinese or Romanian Children

*Shannon Lockhart*
*Project Associate/Trainer, High/Scope Foundation, Ypsilanti, Michigan*

How can we as teachers "bridge the gap" or ease the transition for international children who have joined our classrooms? What are the similarities and/or differences among the types of activities for international children versus American children? What are children experiencing in early childhood settings in other countries? What types of activities are they involved in, and how are the adults interacting with the children?

Teachers in many of today's classrooms are faced with these questions, because more and more children from other countries are joining our classrooms. Teachers who may want to incorporate activities and materials that are familiar to and culturally appropriate for these children should attend one of the following two sessions, which focus on videotapes from High/Scope's International Videotape Series, *Sights and Sounds of Children.*

**China Session:**

In this workshop we will focus on China which is one of the counties featured in High/Scope's International Videotape Series, *Sights and Sounds of Children.* Using China as one example of an Asian country, we will view the videotape, which shows the various types of settings available in China and what children are actually doing in these settings. Discussions and activities will center around Chinese children and their experiences and how to incorporate appropriate activities for these children within our classrooms. Discussions will include references to the ingredients of active learning and to adult-child interaction strategies.

**Romania Session:**

In this workshop we will focus on Romania which is another country featured in the videotape series, *Sights and Sounds of Children.* Using Romania as one example of an Eastern European country, we will view the videotape which shows the various types of settings available in Romania and what children are actually doing in these settings. Discussions and activities will follow the same format as the China session described above.

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# TOT and Me?

*Beth Marshall*
*Consultant, High/Scope Foundation, Ypsilanti, Michigan*

*Carol Beardmore*
*Teacher, High/Scope Demonstration Preschool*
*Consultant, High/Scope Foundation, Ypsilanti, Michigan*

What is the Training of Trainers project? What do these people do once the training is over? Is this training project for me? If these questions have entered your mind, come and ask the experts, the recent graduates of the 1995 Residential TOT and the 1995 Cleveland LTOT. Join us as we discuss both the training project and the year back in the "real" world.

## Topics addressed by the Panel:

- The Training of Trainers Project
- Training Accomplishments and Obstacles
- Observation and Feedback

## NOTES



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# A Peek at the PIP

*Beth Marshall*
*Consultant, High/Scope Foundation, Ypsilanti, Michigan*

*Carol Beardmore*
*Teacher, High/Scope Demonstration Preschool*
*Consultant, High/Scope Foundation, Ypsilanti, Michigan*

The High/Scope Program Implementation Profile (PIP) is an observational rating instrument used to assess the level of implementation of the High/Scope Curriculum in early childhood programs. Come and explore the new PIP as we discuss the new elements and fill it out using the High/Scope Demonstration Classroom at the Marriott.

## Basics for Filling Out the PIP

A. Make notes on your classroom observation (Items I through III)
   1. Write down illustrative anecdotes
   2. Make sketches or drawing
   3. List materials
   4. Underline significant phrases in the description

B. Ask program staff for additional information when necessary (Items IV through VI)

C. Circle one rating for each item
   1. Circle level 1, 3, or 5 if they closely match what was observed
   2. Choose level 2 or 4 if more than the lower level, but not yet at the higher level



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**3. Materials are arranged, labeled, and accessible to children.**

| (1) | (2) | (3) | (4) | (5) |
|---|---|---|---|---|
| There is no order or system to the arrangement of materials; there are no or few labels. | | Similar items are placed together; labels are used in some areas; labels are of one or two types. | | Materials are grouped by function or type; all materials are labeled; a variety of labeling strategies is evident (e.g., tracings, pictures, photographs, real objects). |

**Notes:**

Labels

Drawings:
- Blocks
- Dolls
- Dishes

Catalog pictures:
- animals
- leggos
- crayons
- glue

Grouped Together:
- tape, staplers, glue
- Crayons, markers, pencils
- animals, people, reptiles

**4. Open-ended materials are varied and plentiful.**

| (1) | (2) | (3) | (4) | (5) |
|---|---|---|---|---|
| Open-ended materials are limited; materials lead to prescribed outcomes (e.g., art cut-outs, lotto games). | | Some open-ended materials are available; open-ended materials are available in some but not all interest areas. | | Multiple sets of materials are available; there is a variety of open-ended materials in all interest areas (e.g., bottle caps, corks, dolls, scarves, toy vehicles, scissors). |

**Notes:**

Art Area
- paper
- crayons
- playdough
- tape
- glue
- coloring Books
- staplers

Toy Area
- puzzles
- lotto games
- Board Games

Block Area
- Blocks
- animals
- people
- reptiles
- pattern cards

House Area
- Dishes
- Dolls
- Plastic Food
- Purchased Child-Sized uniforms + Dressing Cards

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08 MARCH 1995

# Partners in Play

*Beth Marshall*
*Consultant, High/Scope Foundation, Ypsilanti, Michigan*

*Carol Beardmore*
*Teacher, High/Scope Demonstration Preschool*
*Consultant, High/Scope Foundation, Ypsilanti, Michigan*

Adults can demonstrate that they value and support children's interests and intentions by becoming a partner in the children's play. This session will help you recapture your spirit of playfulness and discuss and practice strategies you can use to support children in their play by playing as a partner with them.

## Contrasting Climates for Children

| **Laissez-Faire Climate*** | **Supportive Climate* Partnership** | **Directive Climate*** |
|---|---|---|
| A C | A <----------> C | A ----------> C |
| *Children are in control most of the time, with adults as bystanders who provide supervision. | *Children and adults share control. | *Adults are in control. |

## Strategies for Playing As a Partner With Young Children

S.O.U.L.

Look for Natural Play Openings

Join Children's Play on the Child's Level

Play in Parallel with Children

Play as a Partner with Children

Refer One Player to Another

Suggest New Ideas Within Ongoing Play Situations



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# Winning Workshops: Working With Difficult People

*Patricia Mueller*
*Early Childhood Coordinator, Oakland Family Services, Pontiac, Michigan*

All presenters, at one time or another, have had the experience of working in difficult situations with even more difficult people. This workshop will define some of the causes of these difficulties and present strategies for working with difficult groups.

Almost anyone who has presented a workshop, seminar, or training session, would agree that things do not always go as smoothly as expected. The best laid plans and careful considerations are sometimes not enough. For trainers, special consideration must be taken to prevent difficult situations from arising, while at the same time coping with them when they do.

Leading a workshop that is going from bad to worse is probably one of the single most difficult workshop situations. Building an understanding of the root cause of the difficulty is one of the most important skills in learning to cope when problems arise. A quick assessment of the group and dynamics can lead to some insight. The experiences, interests, and expectations of the audience dictate the success of a workshop. Working with a large number of people from a great variety of backgrounds forms the backdrop to both good and bad experiences.

It is essential for trainers to determine and define the root of any problem that arises. This skill will enable group leaders to put into perspective what is happening and give appropriate feedback to the training group. Workshop problems can be placed into one of three main categories:

**People Difficulties** – People who seem to have trouble wherever they go turn into workshop participants who seem to have trouble and can cause difficulty. Sometimes just being in a different environment can bring out the worst in people.

**Situational Difficulties** – Environmental concerns and issues, such as space, time, location, working relationships, communication of expectations, and program issues, can cause many problems in workshops.



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**Presenter Difficulties** – It's true! Sometimes presenters need to adjust to the group situation, the dynamics, and the individual people attending a training event.

Finding the root cause of the problemwill help trainers assess which strategies will work in a specific situation. There are three types of strategic interventions that halt these difficulties:

**Verbal Intervention** – Trainers must develop the ability to communicate issues in terms of relational and content areas. Clarifying problems, revisiting goals, asking for feedback, and listening for verbal cues from participants can lead the group back to the workshop topic. By setting limits and boundaries, communicating needs, and addressing specific issues, this type of intervention works on all three sets of difficulties experienced by group leaders.

**Nonverbal Intervention** – Trainers who can model behaviors and body language while watching for nonverbal cues from participants will find that audience members generally will respond with appropriate behaviors. Sometimes a change in position or activity level can save a difficult workshop from becoming even more difficult. This is especially true for people and presenter difficulties. All people (including presenters) respond to nonverbal cues.

**Environmental Intervention** – Group leaders need to be very aware of the physical and nonphysical elements surrounding training events. Some physical environmental issues can be addressed by the trainer, often through the person in charge of the space. Very few of the nonphysical environmental issues can be addressed by the trainer. Dynamics between staff, between staff and administration, between staff and program, and between program and community are outside of the realm of training events. Although all three types of difficulties can be solved by using environmental interventions, this is especially true for people and situational difficulties. Changing position, voice, activity type, room arrangement, and regrouping participants to meet environmental needs can lead the group to a more comfortable and functional level.

As trainers who strive to provide appropriate and timely information, it is important to look at who is receiving this information. An effective group leader needs to be aware of the needs and expectations of participants and to intervene when there is a problem.



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# Caring Start — Enabling Parents to Use High/Scope at Home

*Malek Pirani*
*Consultant, High/Scope Institute UK, London, England*

*Serena Johnson*
*Director, High/Scope Institute UK, London, England*

This session will introduce participants to the "Caring Start" training pack. This comprehensive package has been produced to enable all High/Scope practitioners who work with parents to run an informal six-session course to support parents in helping their children's developmental learning in the home setting using the High/Scope approach.

The objectives of the Workshop are as follows:

- To share the background of the three-year "Caring Start" project and the rationale for the material
- To familiarize participants with the *Group Leader Guide*, support materials, workshop overheads, and photographs
- To share some of the course activities for parents
- To review the seven parent booklets that accompany the course sessions and that contain ideas for using the High/Scope approach in the home setting

## NOTES

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# Supporting the Explorations of Infants and Toddlers

*Jackie Post*
*Early Childhood Consultant, Ann Arbor, Michigan*

Infants and toddlers learn about their world through their very active exploration of it. This session will help participants take a critical look at the materials we offer to infants and toddlers for their investigation. Participants will also be given the opportunity to plan how to support these explorations.

## Infant and Toddler Key Experiences

**Social Relations**

- Bonding: building significant relationships with primary caregivers
- Building relationships with peers and other adults
- Expressing emotions toward others
- Responding to the needs of others

**Sense of Self**

- Distinguishing "me" from other people and things (for example, recognizing one's own image in a mirror)
- Asserting oneself — making and expressing choices, preferences, and decisions
- Solving problems encountered in exploration and play

**Communication**

- Listening and responding to sounds, voices, words, sensations, and facial expressions
- Communicating with movements, gestures, facial expressions, sounds, and words
- Participating in give-and-take of communication — both verbal and nonverbal



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- Using language to fulfill needs
- Enjoying speaking and being spoken to
- Listening to stories, rhymes, and songs, and exploring books and magazines

**Movement**

- Moving parts of one's body (reaching, grasping, pointing)
- Moving one's whole body (rolling, crawling, cruising, walking, running, balancing)
- Moving with objects
- Moving to music

**Exploring objects (Prerepresentation)**

- Exploring objects with one's mouth, hands, feet, eyes, and ears
- Searching for hidden objects and people — discovering object permanence
- Exploring building and art materials
- Imitating the action of others
- Associating actions with objects
- Using one object to stand for another
- Responding to and identifying pictures

**Exploring Attributes of Objects (Classification)**

- Exploring and noticing the colors, shapes, sizes, textures, and other attributes of things
- Exploring and noticing how things are the same or different
- Exploring and noticing how things can be grouped together

**Comparing and Counting**

- Experiencing more and less
- Arranging objects in one-to-one correspondence



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- Using number words

**Space**

- Noticing the location of objects in the environment
- Exploring and noticing the relationships of objects to other objects
- Observing objects and people from different perspectives
- Filling and emptying
- Taking things apart and fitting things together

**Time**

- Anticipating familiar events
- Noticing the beginnings and endings of time intervals
- Experiencing fast and slow

**Recommended Reading:**

Goldschmied, E. & S. Jackson. 1994. *People Under Three: Young Children in Day Care*. New York: Routledge.

Post, Jackie. 1995. "High/Scope's Key Experiences for Infants and Toddlers". In *High/Scope Extensions* (January/February).



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# Preschool Curriculum Differences Affect Crime

*Larry Schweinhart*
*Research Division Chair, High/Scope Foundation, Ypsilanti, Michigan*

If young people born in poverty attended a preschool program that emphasized teacher-directed instruction rather than child-initiated learning activities, they met with four times as many felony arrests by age 23. This is the key finding of the High/Scope Preschool Curriculum Comparison study through age 23, the only study of the effects of preschool curriculum models ever to collect data from actual police and court records. The findings of this study provide the strongest evidence to date that child-initiated learning activities have distinct advantages over teacher-directed instruction in educating young children. Session participants will acquire a working understanding of these findings and discuss ways they will use them in their work for young children.

## THE HIGH/SCOPE PRESCHOOL CURRICULUM COMPARISON STUDY THROUGH AGE 23

**Four Theoretical Approaches to Early Childhood Education**

| | **Child responds** | **Child initiates** |
|---|---|---|
| **Teacher initiates** | Programmed learning | Open framework |
| **Teacher responds** | Custodial care | Child-centered |

*Note.*–Adapted from "Relationship of Curriculum, Teaching, and Learning in Preschool Education" by D. P. Weikart, 1972; in J. C. Stanley (Ed.), *Preschool Programs for the Disadvantaged*. Baltimore, MD: Johns Hopkins University Press.



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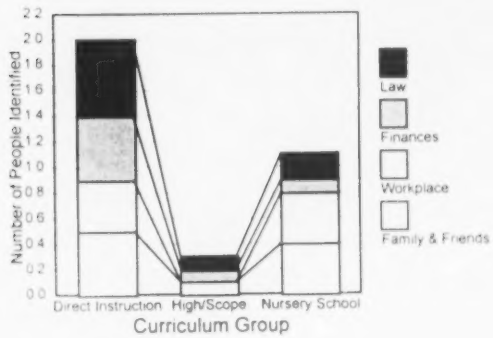
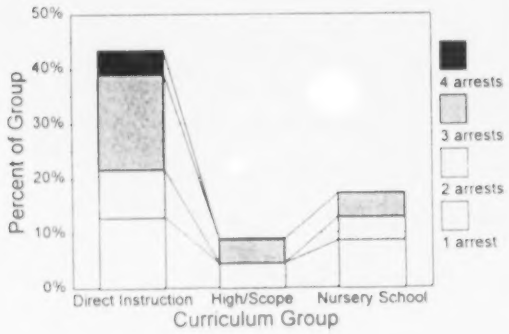
High/Scope Curriculum Comparison Study
Irritation Sources by Curriculum Group




High/Scope Curriculum Comparison Study
Felony Arrests by Curriculum Group



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# A Discussion of Staff Development in Head Start

*Larry Schweinhart*
*Research Division Chair, High/Scope Foundation*

*Ann Epstein*
*Senior Research Associate, High/Scope Foundation*

*Sherri Oden*
*Senior Research Associate, High/Scope Foundation*

*Virginia Okoloko*
*Research Associate, High/Scope Foundation*

The future of Head Start depends on its quality, which in turn depends largely on its staff development and training. High/Scope recently became one of four Head Start Quality Research Centers dedicated to studying and improving Head Start quality over the next five years. Help envision and plan new directions for staff development and training to improve the quality of Head Start.

## The New High/Scope Head Start Quality Research Center

The High/Scope Educational Research Foundation, a nonprofit research organization acting in partnership with the Southfield Public Schools, a Head Start grantee in the Detroit metropolitan area, is serving as one of four new Head Start Quality Research Centers. The others are at the Education Development Center in Boston; Georgia State University; and the University of North Carolina at Chapel Hill. The Centers will assist the federal Head Start Bureau and Administration on Children, Youth, and Families to define, assess, and verify the effectiveness of high-quality program practices in the Head Start programs of the 21st Century.

**High/Scope's Quality Research Center will engage in collaborative work with the other Quality Research Centers and the federal Head Start Bureau to develop and validate the Head Start Performance Measures.** These measures will serve to assess the quality of Head Start programs with respect to health, education, partnerships with families, and program management. They will include records review, parent/guardian interview (and possibly observation), and child obserevation as well as program observation.



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**High/Scope's Quality Research Center will conduct center-specific research in collaboration with the Southfield Public Schools and other nearby Head Start agencies.** The primary focus of the center-specific research will be a *Head Start Staff Development Study* that addresses such issues as staff qualifications, training, and organizational climate. The center-specific research will also involve interviews and observations of staff, parents, and other community members to identify local issues and problems that will be addressed through research. High/Scope will assist program staff in the development of a local data base and program monitoring system and provide them with formative feedback to assist them in program development and quality improvement activities.



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# Adopting a Curriculum Model — Is It REALLY Worth the Effort?

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A recent survey found that only 33% of NAEYC members espouse a particular curriculum model. Session participants will debate whether early childhood programs should use a specific curriculum model or use whatever eclectic practices they find to be developmentally appropriate.

## Adopting a Curriculum Model Is It REALLY Worth the Effort?[1]

Every educator knows that a valid curriculum model provides both the theoretical framework and the practical information and procedures needed to operate an early childhood education program. And several highly respected early childhood curriculum models — complete with documentation and training — are readily available for administrators and practitioners to choose from. So why has a recent survey of 671 leaders in the early childhood field (Epstein, Schweinhart, & McAdoo, 1996) found that *although 78 percent of these leaders use ideas and practices from one or more curriculum models, only 33 percent have actually adopted a specific model as the basis of their educational approach*?

Should these leaders adopt a specific model? In particular, should *you*? In this article, we tackle this important issue by examining the documentation, validation, and dissemination of six widely known curriculum models: Bank Street's Developmental-Interaction approach, Teaching Strategies' Creative Curriculum, the Direct Instruction model, the High/Scope Curriculum, the Kamii-DeVries constructivist approach, and the Montessori method. This examination should help you make up your mind about the ramifications of adopting a specific approach to educating young children: *Is the outcome worth the effort*?

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[1]Reprint from *High/Scope ReSource*, Winter 1996, pp. 4–7.



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**Ways of Looking at Curriculum and Evaluation**

Before examining the six models, it is important to point out how today's early childhood programs are deciding on their educational approaches. Early childhood practitioners tend to adopt curriculum principles at three levels: They may base a program on *general principles*, or on one or more *curriculum models*, or on selected *specific practices*. These three levels are not mutually exclusive. In fact, educators may use any or all of these levels in deciding what type of program to offer.

**The General-Principles Level** Educators working at the level of *general principles* base their programs on certain principles that they believe should apply in an effective early childhood education setting — principles of what might simply be called "good practice." In recent years, the National Association for the Education of Young Children (NAEYC) has worked to define "good practice" by identifying and developing widespread consensus on exactly what principles underlie developmentally appropriate early childhood education (Bredekamp, 1987). Critics have challenged the claim that any such consensus has been, or can be, reached. But it is predictable that any claim of consensus about "good practice" in early childhood education will produce critics who challenge the consensus.

Certainly, any set of general principles for early childhood education must take a position on *teacher-centered education* versus *learner-centered education*. Many people equate education with a teacher communicating lessons to a group of students — the kind of teacher-centered process that David Elkind (1987) has identified with the "miseducation" of young children. But education can also be a learner-centered process in which adults design settings and create circumstances whereby children learn on their own with individual assistance from adults. Regardless of *where* they take place, early childhood programs that take this learner-centered approach are providing developmentally appropriate education.

Advocates of Direct Instruction challenge the need for a learner-centered process, arguing instead that teacher-centered education is highly effective in communicating intended lessons. But developmental appropriateness is rooted in sensitivity to the child's development, and a teacher-centered approach does not meet this criterion — regardless of debates about the effectiveness of the two approaches.

**The Models Level** Early childhood educators working at the level of *curriculum models* adopt a specific curriculum model as their own from the various curriculum models available. The adopted model may be used either as an exclusive source of educational practices or as a guiding framework whereby theories and practices from other sources can also be selected. For example, some practitioners claim the High/Scope Curriculum as their principal curriculum model but also employ the Creative Curriculum as a supplemental source, because they consider it consistent with their principal model.



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Early childhood educators can combine the general-principles level with the models level by applying certain general principles in their selection of a curriculum model. Epstein and others (1996) illustrate this approach in their book *Models of Early Childhood Education* by using the NAEYC's general principles of developmentally appropriate practice as part of the criteria they use to compare curriculum models.

**The Specific-Practices Level** In approaching curriculum at the level of *specific practices,* early childhood educators adopt a variety of discrete activities or strategies for use in their programs. These elements might include, for example, providing labels in the classroom, encouraging children to make choices, or using a particular assessment tool. The elements chosen may or may not be based on a belief in a set of general principles, and they may or may not come from specific curriculum models. If the educator subscribes to neither general principles nor a curriculum model but instead chooses specific practices purely on the basis of what appears to "work," the resulting program is *eclectic.*

Some educators prefer an eclectic approach because they believe that using a single curriculum model constrains their autonomy by specifying certain practices they must adhere to (e.g., Goffin, 1993). Teachers who are well grounded in early childhood development and education, they say, should instead be able to make their own decisions about appropriate early childhood practices. The Bank Street College of Education maintains this position and protests when its educational approach is described as a "curriculum model" (Epstein et al., 1996; Goffin, 1993). Yet many self-described eclectics are not really as free of guiding constraints as they claim to be. In fact, they show a clear preference for *learner-centered education* and *developmentally appropriate practice* over teacher-centered education. Eclectics who follow neither general principles nor specific models are in the minority.

**Six Curriculum Models: Distinguishing Features**

An early childhood curriculum model is distinguished by the specific positions it takes on various educational theories and practices. We have already touched on the distinction between *teacher-centered* and *learner-centered* educational approaches. Other distinctions between models can also be made.

To assist educators in understanding and selecting a curriculum model, Epstein et al. (1996) reviewed and compared the six early childhood curriculum models mentioned earlier in this article. In doing so, they built on the work of several authors and editors from over the past two decades (DeVries & Kohlberg, 1990; Evans, 1975; Goffin, 1993; Roopnarine & Johnson, 1993). Following are brief summaries of the distinctive features of each model:

• The ***Bank Street Developmental-Interaction*** **approach** (Biber, 1984; Zimiles, 1993) is named for Bank Street College of Education in New York City, which was founded in 1916 and today offers graduate degrees in education. Influenced by the educational thinking of John

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Dewey, Lucy Sprague Mitchell framed the approach's central tenet of development of the whole child through active learning. From 1928 onward, Barbara Biber used psychodynamic theory to shape the approach. Bank Street later framed a curriculum model for the federal Follow Through early-elementary-grade project. Bank Street encourages teachers to use their own judgment about educational practices in light of their understanding and observation of children's development.

• The ***Creative Curriculum*** of Teaching Strategies, Inc., (Dodge, 1988; Dodge & Colker, 1992) was developed by Diana Trister Dodge, based on her career in working with early childhood teachers. The approach helps teachers to make their practices consistent with their goals for children by arranging their classrooms to support teachers' developmentally appropriate practice and children's active learning, which is directed toward their social competence. Teachers arrange the learning environment into ten interest areas: art, blocks, cooking, computers, house corner, library corner, music and movement, the outdoors, sand and water, and table toys. Dodge first presented the Creative Curriculum in 1979, then expanded it in 1988 and again in 1992, founding Teaching Strategies, Inc., for this purpose. Although Creative Curriculum advocates acknowledge that support by trainers is desirable, teachers learn the Creative Curriculum primarily through self-instruction rather than through training.

• The ***Direct Instruction model*** (Bereiter & Engelmann, 1966) began with the preschool program devoted to behavioral learning principles operated by Carl Bereiter andSiegfried Engelmann at the University of Illinois–Urbana in the mid-1960s. The model was then expanded to Follow Through early-elementary-grade programs, and this resulted in the DISTAR® materials published by Science Research Associates. Direct Instruction focuses on academics, specifically the content of intelligence and achievement tests. In Direct Instruction, teachers lead small groups of children in precisely planned 2-minute question-and-answer lessons in language, mathematics, and reading. The classroom is free of distracting materials. The developers have found that Direct Instruction suits elementary school teachers better than it suits preschool teachers. In fact, the model seeks to perfect the practitioner's teacher-centered approach rather than to convert the practitioner to learner-centered education.

• The ***High/Scope Curriculum*** (Hohmann, Banet, & Weikart, 1979; Hohmann & Weikart, 1995) was developed in the 1960s and 1970s by High/Scope Educational Research Foundation staff led by David P. Weikart. Based on Piaget's constructivist theory of child development, the High/Scope Curriculum has broadened its initial focus on disadvantaged preschool children to encompass all children and every type of early childhood setting. In this approach, children are active learners; their classrooms are arranged with discrete, well-equipped interest areas. Each day, children engage in a consistent routine that includes time for children to plan, carry out, and reflect on their own learning activities as well as time to engage in small- and large-group activities. Adults support children's active learning by organizing the environment and establishing a consistent daily routine; establishing a supportive social climate; interpreting children's actions in terms of the High/Scope key experiences in child development; planning


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small-and large-group learning experiences; and encouraging children's intentional activities, problem solving, and verbal reflections. The High/Scope Foundation has trained over 1,200 certified teacher-trainers and tens of thousands of teachers.

• The ***Kamii-DeVries constructivist perspective*** (DeVries & Kohlberg, 1990; Kamii & DeVries, 1980, 1993) was developed by Constance Kamii and Rheta DeVries. It is based on the Piagetian constructivist principle that children develop their knowledge, intelligence, morality, and personality from their interactions with the world within a logical-mathematical framework. Children learn through mental action that usually involves physical activity. The teacher is assumed to be child-centered in approach and well grounded in traditional early childhood education. Teachers using this approach prepare the setting for active learning, stay in touch with what children are thinking from moment to moment, base their responses on the child's perspective, and help children extend their ideas.

• The ***Montessori method*** (Lindauer, 1993; Montessori, 1964) was developed by Maria Montessori (1870–1952), a physician working with poor children in Italy. Montessori teachers carefully prepare program settings, filling them with Montessori materials, which are designed to encourage children to learn on their own. There is a precise way for children to use each set of materials to learn a particular concept or skill. Montessori teachers show children how to use the materials, then let the children select which ones they will use, expecting them to return the materials to assigned places when they are finished. The Montessori method — which aims at developing children's senses, academic skills, practical life skills, and character — is the world's oldest extant early childhood curriculum model and is used today by Montessori teachers throughout the world.

Of the six models just described, only Direct Instruction advocates the teacher-centered approach to early childhood education.

**How Do the Six Models Compare?**

Epstein et al. (1996) reviewed and rated the documentation, validation, and dissemination status of these six early childhood curriculum models. The authors defined these terms from the perspective of the curriculum-model user: *Documentation* means available program materials, *dissemination* means available training and study materials, and *validation* means assurance that the curriculum model is effective. The reviews and ratings were based not only on published data but also on extensive materials and feedback supplied by the models' developers or present-day representatives.

Because of their efforts to document their approaches to working with children and training teachers, all six models scored "high" on **documentation.** However, some of the models did have limitations in the thoroughness or appropriateness of their documentation. By NAEYC criteria, the Direct Instruction approach is admittedly and by design neither comprehensive nor

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developmentally appropriate. Three models, in their dissemination and training, do not use the full range of effective adult-learning strategies: Kamii-DeVries provides little training on observation and feedback, the Creative Curriculum is limited in its presentation of theoretical rationale, and Direct Instruction does not encourage reflection and sharing during training.

On ***validation,*** High/Scope scored "high"; Montessori, Bank Street, Kamii-DeVries, and Direct Instruction scored "medium"; and the Creative Curriculum scored "low." These validation scores were based on the availability of reliable and valid model-specific assessment tools and research evidence of the effectiveness of the curriculum and training models.

Some curriculum model developers do, and others do not, offer tools for assessing children's development and adults' program implementation. High/Scope is the only approach that offers psychometrically acceptable measures of both children and teachers (Epstein, 1993; Schweinhart, McNair, Barnes, & Larner, 1991), and Bank Street has a psychometrically acceptable measure of children (Bowman et al., 1976). For the Kamii-DeVries approach, measures of children and teachers are under development (DeVries' Child Evaluation Form; Project Construct materials). The Montessori approach has no measures of children's development, but the Montessori Association of Colleges for Teacher Education (MACTE) is assessing the psychometric characteristics of a measure of teacher competencies. The Creative Curriculum and Direct Instruction offer model-specific measures without evidence of reliability or validity, but Direct Instruction does rely on standardized achievement tests with known psychometric characteristics.

As summarized by Epstein et al. (1996), the evidence for the effectiveness of curriculum models and their training systems is as follows:

- The High/Scope educational approach has considerable evidence of the effectivenessof its curriculum (Schweinhart, Barnes, & Weikart, with Barnett & Epstein, 1993; Schweinhart, Weikart, & Larner, 1986) *and* its training system (Epstein, 1993).

- The Montessori method has limited evidence of reaching its goals for children (Boehnlein, 1988; Karnes, Schwedel, & Williams, 1983; Miller & Bizzell, 1983).

- The Bank Street approach has evidence of its effectiveness with primary-grade children (Bowman et al., 1976; Gilkeson, Smithberg, Bowman, & Rhine, 1981).

- The Kamii-DeVries model has demonstrated short-term positive effects in some areas of child development (DeVries, Haney, & Zan, 1991; Golub & Kolen, 1976).

- Much evidence has been collected on Direct Instruction, but not all of it has been positive. Intellectual and language effects of Direct Instruction preschool programs diminish in the primary grades, with no evidence of positive social-emotional effects and some evidence of

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negative effects on social conduct (Burts et al., 1992; Gersten & Keating, 1987; Hyson, Van Trieste, & Rauch, 1989; Karnes et al., 1983; Schweinhart et al., 1986).

• The Creative Curriculum does not yet have evidence of its effectiveness with either children or adults.

On ***dissemination,*** Montessori, Bank Street, High/Scope, and Creative Curriculum scored "high," while Kamii-DeVries and Direct Instruction scored "medium." Direct Instruction scored only "medium" because, while the sale of curriculum materials is widespread, the model lacks systematic records of implementation. Kamii-DeVries has so far been used only in Missouri and a few other places. High/Scope, Direct Instruction, Montessori, and Creative Curriculum appear to have strong capacity for dissemination. Training in the High/Scope and Montessori models, both of which have field-based associations supported by face-to-face training, costs more than training in the Creative Curriculum and Direct Instruction. The Creative Curriculum and Direct Instruction models are both primarily publication-based, without face-to-face training of teachers, but evidence of their effectiveness without face-to-face training is lacking. Training in the two higher-education-based approaches, Bank Street and Kamii-DeVries, is more costly than training in the other models, and training in either model spans a period of at least two years.

**A Survey of Curriculum Model Use**

At the beginning of this article we mentioned a recent survey of NAEYC members concerning their awareness and use of early childhood curriculum models (Epstein et al., 1996). NAEYC was chosen for this study because the authors judged it to best represent the population of U.S. early childhood leaders. The survey entailed mailing a questionnaire to a random sample of NAEYC members and asking that completed questionnaires be anonymously returned to the study's funder, the Charles Stewart Mott Foundation, so as not to identify the survey with the High/Scope Educational Research Foundation (developer of one of the curriculum models). Of the 2,000 questionnaires mailed, 671 were returned — 34 percent of the total.

The survey respondents were *leaders of the nation's early childhood programs*: 42 percent were directors, 25 percent were head teachers, and another 25 percent were teachers. Of the programs provided by the respondents, 33 percent were in nonprofit child care centers, 25 percent were in public schools, 16 percent were in private schools, 8 percent were in Head Start agencies, 6 percent were in for-profit child care centers, 3 percent were in college laboratory schools or campus child care centers, and 6 percent were in family and group child care homes. The respondents were well educated: 83 percent had a bachelor's degree or more; this 83 percent included the 41 percent of respondents having a master's degree or doctorate and the 21 percent of respondents having some graduate courses.

Noting that developmentally appropriate practice was to be considered not a *curriculum model* but rather a *set of guidelines* for the various early childhood curriculum models, the

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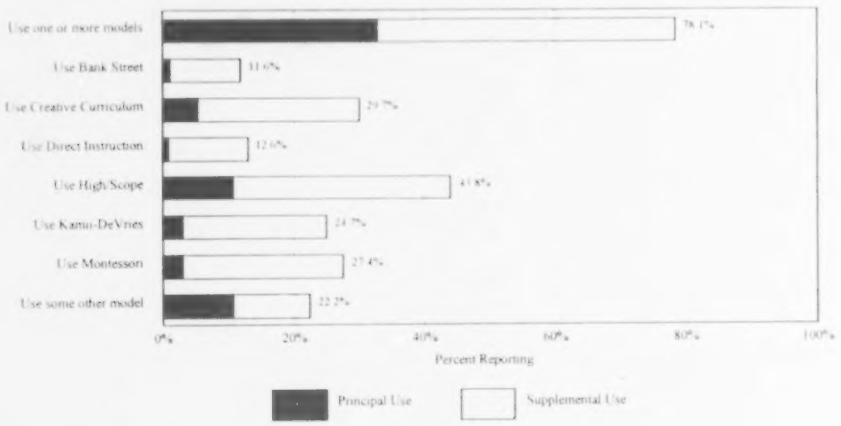
Figure 1
**Model Use by Early Childhood Leaders**




questionnaire asked respondents about their awareness and use of the six early childhood curriculum models mentioned previously. In addition to answering questions about these six models, 22 percent of survey respondents identified a diverse array of other models, and in fact, 6 percent of respondents reported developing their *own* curriculum models. Of all the "other models" identified by respondents, no one model was named by more than 2 percent of them.

Nearly all of the survey respondents (99 percent had *heard of* at least one of these curriculum models — with 95 percent of all respondents recognizing Montessori, 8 percent recognizing High/Scope, 59 percent recognizing Bank Street, 56 percent recognizing Kamii-DeVries, 51 percent recognizing Creative Curriculum, and 48 percent recognizing Direct Instruction.

As Figure 1 shows, 78 percent of survey respondents use one or more curriculum models *in some way* in their programs. Regarding specific models, 44 percent of all survey respondents use the High/Scope educational approach, 3 percent use the Creative Curriculum, 27 percent use the Montessori method, 25 percent use the Kamii-DeVries constructivist approach, 13 percent use Direct Instruction, 12 percent use the Bank Street Developmental-Interaction approach, and 22 percent use some other curriculum model.

Earlier, we distinguished between principal and supplemental use of a curriculum model. Of the survey respondents, 33 percent use a principal curriculum model; 67 percent do not and may therefore be considered to be partially or totally eclectic in their approach. As shown by the darker shading in Figure 1, of all respondents, 10 percent use High/Scope as their *principal curriculum model*, 5 percent use the Creative Curriculum, 3 percent use Kamii-DeVries, 3 percent use the Montessori method, 1 percent use Bank Street, fewer than 1 percent use Direct Instruction, and 10 percent use some other curriculum model.

As a *supplemental curriculum model*, 33 percent use High/Scope, 25 percent use Montessori, 25 percent use the Creative Curriculum, 22 percent use Kamii-DeVries, 12 percent use Direct Instruction, 11 percent use Bank Street, and 12 percent use some other curriculum model. The

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largest percentages of respondents using a *principal curriculum model* were found among those who have a bachelor's degree or work in Head Start, college-based programs, or public schools.

**Why Model Adoption *Is* Worth the Effort**

The general directions of early childhood programs today are toward *expansion, institutionalization,* and *professionalization.* Early childhood programs are expanding and institutionalizing because of the continuous movement of mothers into the labor force and because of the growing recognition of the importance of early childhood education to children's development.

As these trends continue, the public will increasingly see early childhood programs as *educational* rather than *custodial.* As this occurs, there is the danger that some will think these programs must provide large-group, teacher-centered instruction rather than learner-centered education in which teachers create developmentally appropriate settings and circumstances for children's learning. However, NAEYC and other early childhood associations have taken clear positions that support the general principles of learner-centered education and developmentally appropriate practice. Further, five of the six most prevalent early childhood curriculum models (according to the survey reported here) in varying degrees espouse these general curriculum principles.

Nevertheless, developmentally appropriate practice is more widely professed than practiced, and the use of valid curriculum models appears to be uneven at best. According to the survey discussed here, only one third of early childhood leaders claim to use a principal curriculum model to guide their educational thinking and practice. Two thirds of early childhood leaders take an eclectic approach, claiming that they use no principal curriculum model. **Yet only when early childhood programs use a validated principal curriculum model can they claim evidence of effectiveness.** Because eclectic programs differ so much from one another, generalizable evidence of the effectiveness of such programs does not, and cannot, exist. Regrettably, the majority of early childhood programs operating in the U.S. today appear to be eclectic and are not receiving valid evaluation. Only when early childhoodprograms nationwide adopt valid principal curriculum models will we be able to realize and to document the full educational potential of our early childhood programs. Clearly, such an effort *is* worth it!

The study discussed in this article is documented in the book *Models of Early Childhood Education* by Ann S. Epstein, Lawrence J. Schweinhart, and Leslie McAdoo (Cat. #WR1039, $25.95). Call 1-800-4-PRESS or fax 1-800-442-4FAX.

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# Observation/Feedback: Not Just For Trainers!

*Sandy Slack*
*K-3 Early Childhood Grant Coordinator and Teacher*
*Robert S. Payne Elementary, Lynchburg, Virginia*

This workshop on using Observation/Feedback is for anyone using the High/Scope educational approach. See how it is especially useful when a referral to a special education program for a child's behavior problems is being considered or in programs that do not yet use the High/Scope approach. Support every child's active learning.

**In this workshop:**

- Participants will be able to define the observation/feedback process.
- Participants will practice filling in the Narrative/Notes form that is used in the observation/feedback process.
- Participants will practice the observation/feedback process with a partner.
- Participants will identify how they might use this tool where they work.

Activities will be done in small groups, in large groups, and with a partner.

## NOTES

(Handouts continue on next page.)



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Child Observed: Austin
Date: December 12, 1995
Observation Issue: Support for Active Learning/Behavior

Teacher: Jane
Observer: Sandy
Time: 9:05-9:18

| Narrative | Notes |
|---|---|
| (Setting: House area with refrig, stove, sink, cradle, three babies, ironing board; floor toys; Disney train near house; airport and accessory toys near bathroom; four puzzles on table by door with teacher)<br><br>9:05<br>A. Comes in door. Goes to airplanes on floor. Mom and T. with him.<br><br>A.: "I, I, I got a new . . . "(says something)<br><br>T.: "You did at your house?"<br><br>Mom goes over to hang up coat. Comes back to A. and talks about Santa. (I couldn't hear words.) Mom leaves.<br><br>A. pushed car and plane on floor. Went to cupboard with plane, making engine noises.<br><br>T.: "Do you have airplanes at home, Austin?"<br><br>A.: "I have. I, I, I have. I, I it is a little big."<br><br>T.: "Bigger than these?" | |



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## NARRATIVE/NOTES FORM (continued)

Child Observed: Austin Page: 2

| Narrative | Notes |
|---|---|
| A. stands up and goes over to cupboard.<br><br>T.: "Who is that, A.?"<br><br>A.: "I don't know."<br><br>T: "Is that a workman? He's got a hardhat on."<br><br>A. talks to the man, drops him, falls to floor on his hands and knees.<br><br>Other children arrive and run to teacher. Teacher welcomes them. Stands up and leaves A.<br><br>A. is flying a plane, making plane noises, one plane in each hand. Flies planes. Puts them on floor. Picks up his stuffed animal from home. Looks at airplanes.<br><br>9:10<br>A. bends down to the loader. Raises the scoop. Makes engine noises. Sits down. "Rocket. That goes in." Uses the gas tanker to put gas in the plane.<br><br>(All other children around the train. Only Austin with airplanes and cars.) | |



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## NARRATIVE/NOTES FORM (continued)

Child Observed: Austin Page: 3

| Narrative | Notes |
|---|---|
| A. is making noises to fuel. Lifts plane into air. | |
| A. sits on floor by airport. T. is between table and airport behind A, talking to other children. A. rolls car. "Race car, Race car driver." Talks to race car driver in a low voice. | |
| A. picks up telephone: "Rescue 911 come quick." | |
| T: "A, do you like that airport?" A. rolls car. | |
| T.: "Who's that, Austin?" Points to man in car. | |
| A: "I don't know." | |
| Ben and Walker come over. Walker brings train and puts it on the floor between airport and door. | |
| T. comes over to A.: "Do you want to come up here just a minute? We're going to talk with our friends for just a minute." T. takes A.'s hand and he goes with her to the group of children by the train. | |
| T: "What is all over the ground outside?" | |
| C.: "Snow" | |



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## NARRATIVE/NOTES FORM (continued)

Child Observed: Austin Page: 4

| Narrative | Notes |
|---|---|
| T. explains to group that they are going to go downstairs to play because of the snow.<br><br>9:16<br>T: "We're going to go downstairs now."<br><br>A. goes back and picks up stuffed animal. Picks up airplanes. Other children line up. A. at airport with planes.<br><br>A.: "I got airplanes zooming."<br><br>T.: "We're leaving. Put the planes down."<br><br>A. puts planes down. Picks up stuffed toy.<br><br>T.: "Do you want to leave Booji? Kiss him and put him in the cradle.<br><br>A.: "No, no."<br><br>T: "Oh, we'll let you take him."<br><br>9:18<br>Class leaves. | |



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# It's Not Just Child's Play: Using Centers to Change and Identify Students' Strengths

*Vicki Smith*
*Preschool/Primary Teacher, Barren County Preschool, Glasgow, Kentucky*

This session provides participants with an overview of the High/Scope curriculum and its linkage with multiple intelligences in order to meet the needs of all students in the K–3 classroom.

## NOTES

(Handouts for this session continue on the following page.)



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| | Daily Routine | Learning Strategies | Materials | Computer Programs | Encouragement Strategies |
|---|---|---|---|---|---|
| Linguistic | | | | | |
| Logical-Mathematical | | | | | |
| Spatial | | | | | |
| Musical | | | | | |
| Bodily-Kinesthetic | | | | | |
| Interpersonal | | | | | |
| Intrapersonal | | | | | |

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# Monolog vs. Dialog: The Feedback Process

*Sue Terdan*
*Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan*

Children learn best when they are actively involved. We learn the most about children when we listen to and observe them. Staff learn best when they are actively involved in the feedback process. We become aware of their understanding of the feedback focus when we listen to their observations and impressions. This workshop will provide strategies for effective feedback conversations.

## NOTES

(Handouts for this session continue on the following pages.)



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# Narrative/Notes Form Guidelines

*A sample completed Narrative/Notes form follows, beginning on the next page.*

Make multiple copies of the blank Narrative/Notes Form for your convenience and use them for your observation/feedback sessions. The following guidelines for Narrative/Notes are included to help you review and practice the High/Scope observation/feedback process.

## How to Use the Narrative Notes Form For Observation/Feedback

1. Name the child/children, the adult(s) being observed, and the observer.
2. Identify the segment of the daily routine and the focus. List the specific elements of the focus on which you are concentrating.
3. Note the observation date and the time (beginning and end).

| Narrative | Notes |
|---|---|
| 1. Write an **ongoing, objective description** of what the children and adults you are observing say and do.<br><br>2. Use **time markers**, including clock time intervals, the beginning and end of time blocks, and the segment of the daily routine you are observing.<br><br>3. Note **contextual cues**, such as the number of children involved, which interest areas they are in, and who is involved in the interaction.<br><br>4. If using **abbreviations** to identify names/roles, be consistent. For example CH = children, T = teacher, SGT = small-group time. | 1. Write statements that link what you saw and heard to the **curriculum focus**. These statements may take a variety of forms:<br>• Questions you wish to ask for clarification<br>• Comments about what you saw and heard in relation to the curriculum focus and its **rationale**<br>• Ideas for discussion such as possible support strategies to try.<br><br>2. Encourage adults in the feedback session to discuss what they saw and heard, how their observations relate to the curriculum focus, and **why** the interpretation of these observations is important.<br><br>3. Together, based on your collective observations and understanding of the curriculum focus, discuss anecdotes about the children observed, and generate teaching strategies to try.<br><br>4. **Document** ideas and strategies that emerge from the feedback discussion.<br><br>**Summarize notes** with two to four statements about strengths and, if appropriate, statements identifying modifiable issues. Strengths should equal or outnumber modifiable issues. All notes should relate directly to the focus of the O/F.<br><br>Document the **follow-up plan** of action for both you and the adults you observe. Relate this to the current focus. This plan is developed by all involved in the O/F process and should guide work until the next observation/feedback session. Also identify the date of the next O/F session, possible focus, or date when next focus will be identified. |

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*Sample Completed*

## NARRATIVE/NOTES FORM

Child Observed: Douglas Observer: Sue Terdan

Adult(s): Sam, Beth Segment of Daily Routine: Work Time

Focus: Active Learning: Materials, Manipulation, Choice, Language, Support

Date: March 10, 1995 Time of Observation: Beginning 9:40 am End 10:00 am

| Narrative | Notes |
|---|---|
| House Area — 2 boys: M, D — and Sam (teacher)<br>D Folds paper, makes small airplane — goes to Toy A — throws at Sam — Sam says "don't throw at people" — D goes back to Art A and makes a big paper plane.<br>S "What happens when you make them large?"<br>D "They fly farther."<br>S "Where did we talk about flying airplanes?"<br>D "On the steps."<br>S "That's right, I'll wait for you over there."<br>D "OK, let's go, Sam."<br><br>Douglas throws plane — Sam does. D's plane hits Sue and Sam asks which way they said they'd fly plane. Douglas points in the steps direction then continues to fly plane.<br><br>D Moves to Toy A and takes a snap toy from a child and runs to edge of area then runs back — boys fall on each other, grab their toys and D puts some pieces together in Toy A. Airplane on floor in toy area.<br><br>Doug throws snap toys at other boy. M says it hurts — Sam says D are you listening? D nods yes and Sam says Mikey says it hurts.<br><br>D Uses snap blocks as hammer on plane. Presses paper with snap block — snaps another block to it — says, "Sam, I have a crash bomber."<br>S "Well, let's not have it crash, OK?"<br>D "OK" — puts another piece on and shows how it "bombs" and "blows up." | When I think of the 5 ingredients of AL I was intrigued to see D making an airplane of paper and that it flew. I think I was in elementary school before I discovered I could manipulate paper like that! D used his hands to manipulate 3 different kinds of materials available to him: paper (Art A), snap blocks (Toy A), and straw toys (Toy A). As I glanced around the room in addition to these I noticed a variety of things D would have available to manipulate. Having enough and a variety of **materials** is important in meeting children's interests but also because of their egocentrism. They don't easily understand sharing and see no need to share; materials are simply there for them! How do Douglas and the other children show you that there are enough and a variety of materials?<br><br>S: D is interested in so many things in the Art and Toy areas. He seems to not run out of things to do. The other children, too, seem to spread themselves out and they seldom have a conflict over not having enough of something. This did happen outside over the fat, plastic bats, and we asked for donations to accommodate the interest and need. |



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## *Sample* NARRATIVE/NOTES FORM (continued)

Child Observed: Douglas Page: 2

| Narrative | Notes |
|---|---|
| D Goes over to Mikey — bombs his house and M says "don't" — D snaps another piece on — "bombs" the air and talks to himself, "bombing" the floor.<br><br>Beth (teacher) comes to sit on Toy A floor, watches D and M.<br><br>B "D, what are you doing?"<br>D "Crash bomber."<br>B "Look where the piece went."<br>D "It jumps off."<br>S "How about aiming at stairs?"<br>D "I was aiming it this way," and Douglas points to the stairs.<br>S "What happened?"<br>D "Bounces" — then he twists and turns 2 pieces — says it's a "rocket."<br>D Continues to snap pieces and tells B about his "bombs" — He hits a piece, says "It broke off," "Mine jumps off."<br>B "When it bounces off do you get another piece?"<br>D Explains what happens and continues to snap pieces and have pieces come off.<br>D Watches B with other children and snake. Asks B to play — she says she doesn't want a bomber — asks if she can make a car and play.<br>D "Yes."<br>B "What makes parts fall off?" — asks two times.<br>D No answer — continues play and has another piece jump off.<br>D Sees B tickle a girl's leg with straw and he picks one up and tickles B, girl, B again.<br>D Takes some more pieces from the straw game and puts them together and continues to tickle. Says to B, "Lift up your arm."<br>B "No, it tickles!"<br>B Tickles D's nose.<br>D Moves pieces on the straw and then tickles Beth and says "A two leg tickler!"<br>B "A two leg tickler!"<br>B To Douglas, "Are you still going to use these?" (snap-together pieces) | D often spends his work time in the Toy and Art areas. I noticed this today as well as other visits. Giving children time and opportunity to **manipulate** materials helps us learn about their interests and abilities. I certainly saw an interest of D's today in constructing things using paper, snap blocks, and the straw toys. What things have you learned about D and others as they manipulate classroom materials?<br><br>**B:** D does love to construct and make things, names them too! He uses his hands in a lot of different ways; he prints, staples, builds with all kinds of block-type toys, and along with Ashley and Kyle, discovered the new take-apart-and-put-together area. They love trying the different tools. Oh, Kenna too, she dresses and undresses the dolls with ease and the other day Jordan made "hills" with the playdough. Lots of manipulation with the different materials available to them.<br><br>The third ingredient of Active Learning is **choice**. As you observe the children, how has giving them choices made a difference?<br><br>**B:** I can't believe the different ideas they come up with all by themselves and also they seem to play at things longer.<br><br>When given choices, children will typically pick what they like best and will stay at it longer. The longer they stay at it, the more involved their play becomes. As a result, we actually learn more about what they know and how they think. What observations have you made with Douglas and choice?<br><br>**S:** Early in work time I have noticed him looking around at materials and also seeing what others are doing. He seems to gather ideas and then makes his choice. Seems once he gets started, then he just comes up with lots of his own ideas. |



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*Sample* **NARRATIVE/NOTES FORM (continued)**

Child Observed: Douglas Page: 3

| Narrative | Notes |
|---|---|
| D Looks at Beth a few seconds and then says "No." Tosses snap piece into the bucket.<br>B "Wonder what we can do with these?" — talks with little girl — then asks D if he is ticklish.<br>D Says "Yes!" and leans back and away, smiling at Beth.<br>B "So am I, so I think I'll put the two leg tickler away."<br>D "Then neither of us has to worry about the other."<br>B "You got it!"<br>D Picks up his "bomber" and makes pieces jump off again. | It was interesting to observe some of the ways he chose to use the snap blocks. He hammered his plane with them, he pressed/flattened his paper with them and then settled on them being a "crash bomber" (his word). It was obvious to me that his environment was supporting choice as he was not restricted to just that toy or one area as he was playing — this was evident later with "tickling machine" — who came up with the tickling machine? I didn't catch that.<br><br>**S:** Not from the teacher, but not sure who from.<br><br>How would you describe D's use of **language** throughout the day?<br><br>**S & B:** Gets involved, expresses self, consistently explains things using interesting words. He seems to have a wide vocabulary.<br><br>I noticed he had names for his structures, identified actions (bomber, bounces/jumps off), and explained what was happening from time to time to both you and Sam. He even invented and named with his *own words* "Two Leg Tickler."<br><br>**B:** I get a kick out of his ideas and vocabulary. Sometimes he explains things in a grown-up way, like when he said, "Then neither of us has to worry about the other."!<br><br>I couldn't see the tickler, but did you then make one like his or just talk to him about his?<br><br>**B:** I watched him use it and I used it like he did and when he named it, I used that name.<br><br>Once again, when children are engaged in activities that are interesting to them and are given the time and opportunity, their language naturally emerges.<br><br>**B:** There is so much neat chatter in the room now. I'm just beginning to really "hear" their ideas now. What a lesson for me. |



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*Sample* **NARRATIVE/NOTES FORM (continued)**

Child Observed: Douglas Page: 4

| Narrative | Notes |
|---|---|
| | The last ingredient on our list is **support** from adults. There are environmental, verbal, and nonverbal ways that adults can use and model support. A few visits ago we spent time covering environmental support, so this time, just keep in mind verbal and nonverbal support — What are strategies you use comfortably and feel are successful by what you see in the children's response?<br><br>**Beth:** **Sam:**<br>*nonverbal* *nonverbal*<br>* S.O.U.L. * facial expression, smile<br>* follow and imitate child's actions * use objects in same way<br>* get down at child's level<br><br>*verbal* *verbal*<br>* repeat what child says * converse with children<br>* converse with children * turn-taking<br>* extend ideas: "can I make a car?"<br><br>I noticed consistently throughout the observation that children's words and ideas were heard and carried out. Children were the center of play as adults were carefully observing and listening. Douglas had a passive "Oh" answer and a more defensive "I was aiming at the stairs." In situations where you see potential danger or conflict, what verbal support could be useful?<br><br>**S:** Watch first before I just react, and ask the child what his plan or idea is and comment on that.<br>**B:** Ongoing planning and recall is something I think we could do more of for support. Describing what children are doing could help them bring closure to the activity, and open-ended questions could help them plan again. |



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*Sample* **NARRATIVE/NOTES FORM (continued)**

Child Observed: Douglas Page: 5

| Narrative | Notes |
|---|---|
| | I agree with both of those ideas. Also, asking Douglas, "How does a crash bomber work?" rather than "Let's not have it crash" gives opportunity to let you know how he is thinking, frees you from being directive, and you use the child's words. |

**Strengths**

1) There are a variety of **materials** available for the children to **manipulate**. The materials were plentiful and meet many different interest needs as shown in the many different ways children used the materials.

2) The variety of play, level of involvement, and flow of children and their play indicates much opportunity for **choice** in your classroom.

3) **Words** from the children were evident from all the "children's voices" heard throughout the morning — D in this case — used words to label, describe, answer and ask — using his own inventions a couple of times (crash bomber and two leg tickler).

**Modifiable Issues**

1) Offer verbal support by using children's words in your interactions with them throughout the daily routine.

2) Asking open-ended questions is a strategy that will put the child in the driver's seat and will give adults the information to move from and/or to assist in ongoing planning and recall.

**Plans for Follow-up**

Beth — describing to help bring closure to children's play and move on to next plan.
Sam — use open-ended questions to find out what children have in mind, and begin to use their words more.

Sue — check with staff in two weeks (March 24) to answer questions and decide on focus. Do next observation/feedback April 7, 1995.



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## NARRATIVE/NOTES FORM

Child Observed: _____ Observer: _____

Adult(s): _____ Segment of Daily Routine: _____

Focus: _____

Date: _____ Time of Observation: Beginning _____ End _____

| Narrative | Notes |
| --- | --- |
| | |

## NARRATIVE/NOTES FORM (continued)

Child Observed: _____ Page: _____

| Narrative | Notes |
| --- | --- |
| | |

# Reendorsement: It's So *Doable*, But ...

*Sue Terdan*
*Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan*

This workshop will help you to make reendorsement a logical and "doable" process. We will go through each requirement and form that accompanies it. Please attend and have a concrete experience with this packet of print!

## NOTES



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# Find the Fit Between Special Needs Children and the High/Scope Approach

*Sue Terdan*
*Senior Consultant, High/Scope Foundation, Ypsilanti, Michigan*

When the student is ready, the teacher appears . . . . The needs of all children are special (ask any parent), and as adults we must consistently observe and adapt to meet the individual considerations of each child. Participants in this workshop will work with the following topics: (1) how to identify where special needs children are developmentally; (2) how to adapt the environment to meet children's individual developmental needs; and (3) how to rethink your stereotopic expectations of yourselves and your interactions with special needs children in your classroom.

## NOTES



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# Active Assessment: Everyone's Involved

*Linda Toren*
*Multi-age Primary Teacher, West Point School, West Point, California*

*Linda Gonzales*
*Multi-age Primary Teacher, West Point School, West Point, California*

This workshop will focus on the variety of assessment strategies that can be used to actively engage parents and students in the assessment process, integrating key experiences, instructional decisions and practices, and the learning process. The emphasis is on what children can do and how learning and assessment occur naturally within the classroom.

- How can parents be involved in assessing their child's growth and development?

- How can students become engaged in their own assessment?

- What instruments help parents and students link student work with assessment?



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**For further reading:**

**Assessing and Guiding Young Children's Development and Learning**
Oralie McAfee and Deborah Leong
Allyn and Bacon, 1994
ISBN 0-205-14018-1

**Reaching Potentials: Appropriate Curriculum and Assessment for Young Children Volume 1**
Sue Bredekamp and Teresa Rosegrant, editors
National Association for the Education of Young Children, 1992
ISBN 0-935989-53-6 NAEYC #225

**Evaluation: Whole Language, Whole Child**
Jane Baskwill and Paulette Whitman
Scholastic, 1988
ISBN 0-590-71858-4

**Portfolio Assessment in the Reading-Writing Classroom**
Robert Tierney, Mark A. Carter, Laura Desai
Christopher Gordon Publishers, 1991
ISBN 0-926842-08-0

**Reading Miscue Inventory: Alternative Procedures**
Yetta Goodman, Dorothy J. Watson, Carolyn L. Burke
Richard C. Owen Publishers, 1987
ISBN 0-913461-80-6

**Assessment Alternatives in Mathematics**
An overview of assessment techniques that promote learning
(Prepared by the EQUALS staff and the Assessment Committee of the California Mathematics Council)
Jean Kerr Stenmark
Regents, University of California, 1989

**Literacy Assessment**
Eugene Jongsma & Roger Farr, editors
International Reading Association, 1993

**Primary Program: Foundation Document & Resource Documents**
Reprinted 1991
Ministry of Education, Province of British Columbia
available through: Early Childhood Resources
50 El Camino Drive
Corte Madera, CA 94925
(415) 924-8714



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# Encouragement — A Step Beyond Praise

*Annette Towner*
*Field Consultant, High/Scope Foundation, Cleveland, Ohio*

We understood the reasons to move from punishment to praise. We learned to positively reinforce with words, stickers, points, and privileges. Now, researchers and child development experts tell us that praise and reward systems have negative implications. It is time to move on to the next step — encouragement. Why we should change and how to make the transition from praise to encouragement will be presented in this session.

## The Negative Implications of Praise

From High/Scope's *Adult-Child Interaction Participant Guide*, p. 35–39

Here is a sampling of what researchers and child development experts say about praise-and-reward systems:

(1) "Praise is like other forms of reward which discourage children from judging for themselves what is right and wrong. Praise may lead to dependency because children come to rely on the authority figure to tell them what is right or wrong, good or bad."
Kamii, C. (1984). Viewpoint: Obedience is not enough. *Young Children*, *39*(4), p. 13.

(2) "To judge at all implies superiority and takes away from the children's power to judge their own work. Such praise is not conducive to self-reliance, self-direction, or self-control. To the child, if the authority figure can judge positively, they can also judge negatively."
Ginott, H. (1972). *Teacher and child.* Boston, MA: MacMillian Co., p. 93.

(3) "Some students are particularly adept at pulling praise from teachers by smiling or beaming proudly, showing off work, and even communicating an expectation of praise. This praise however, may have a negative effect such as diminishing a child's sense of worth and struggle for independence."
Brophy, J. E. (1981). Teacher Praise: A functional analysis. *Review of Educational Research*, *51*(1), p. 27.



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(4) "Students frequently try to read or check the teacher's eyes for signs of approval or disapproval. Praise lowered students' confidence in their answers and reduced the number of verbal responses they offered."
Rowe, M. B. (1974). Relation of wait-time and rewards to the development of language, logic, and fate control. *Journal of Research in Science Teaching, 11*(4), p. 292.

(5) "*I like the way Margaret is listening* is using praise to manage children, and to encourage other children to conform. Use of praise in this manner can lead to anger and resentment. Even very young children can often tell they are being manipulated with such a statement."
Ohanian, S. (1982). There's only one true technique for good discipline. *Learning, 11*(1), p. 17.

(6) "No child can always be good, or nice, or smart. Consequently, in order to avoid negative evaluations, they may tend not to take chances and try difficult tasks."
Hitz, R. & Driscoll, A. (1988, July). Praise or encouragement? New insights into praise: Implications for early childhood teachers. *Young Children*, p. 8.

(7) "Praise can actually lessen self-motivation and cause children to become dependent on rewards. Praise may be useful in motivating students to learn by rote, but it may actually discourage problem solving."
Martin, D. L. (1977). Your praise can smother learning. *Learning, 5*(6), p. 51.



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## Encouragement Strategies

*Alternatives to Praise*

Instead of praising children, here are some things you can do:

- **Participate in children's play.** Work side-by-side with children using the same materials in a similar fashion. Become a "partner" by taking turns with them during play, matching the level of complexity of their play, and generally following their lead.

- **Encourage children to describe their efforts, ideas and products.** Our goal is to have children, not adults, evaluate children's work. We want the children to develop self-esteem; to feel good about their work and ideas. One way to facilitate this is to ask children open-ended, divergent questions like:

  "What can you tell me about your picture?"

  "How did you build this hospital?"

  "I notice that you have put many buttons on top of the wood. What will you do next?"

- **Acknowledge children's work and ideas by making *specific* comments.** You can encourage children to classify and describe their work and ideas by making specific, objective comments about children's work as you talk with them. These kinds of comments also serve as nonjudgmental responses when children want adult acknowledgment. Some examples:

  "I see that you have painted a picture that has lots of blue paint on the bottom, and red paint along the side."

  "Okay, I will wear the big blue hat with the gold band around the middle."



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# In Praise of Praising Less

*"I like the way Molly is sitting. . . . I can tell she is ready for circle time!"*

*"Oh, Joseph, what a beautiful picture you've made today!"*

*"Good job, Darren; you're really getting it!"*

Do you frequently make comments to children like "Good job," "Way to go," "Nice work," "Beautiful," or "I like the way Molly is sitting. . . ."? If so, you are like most adults who work with young children. Most of us have probably made statements like these for years. We may have even received training in how to praise.

Many adults praise children liberally because they believe this is an effective way to help children feel good about themselves and their work. Praise is also thought of as a management tool — a way to get children "settled" or ready to start an activity.

## The Drawbacks of Praise

Despite the widespread use and acceptance of praise in early childhood settings, however, researchers and early childhood practitioners have identified many drawbacks to praising children. In her review of the literature on praise, Kamii (1984) concluded that praise leads to dependence on adults because it encourages children to rely on authority figures to solve problems for them and to evaluate what is right, wrong, good, or bad. In another literature review, Chandler (1981) stated that praise can discourage children's efforts, have a negative effect on self-image, and can place students on the defensive. As Hitz and Driscoll (1988) stated in paraphrasing the conclusions of Ginott (1972), "Praise is not conducive to self-reliance, self-direction, or self-control. If the authority figure, in this case the teachers, can judge positively, they can also judge negatively. To judge at all implies superiority and takes away from the children's power to judge their own work" (page 8). Praise, well-intentioned as it might be, has thus been shown through research and practice to invite comparison and competition and to increase the child's dependence on adults. Too much praise can make children anxious about their abilities, reluctant to take risks and try new things, and unsure of how to evaluate their own efforts.

## Alternatives to Praise

All of these drawbacks have led adults working with young children to begin to reconsider their use of praise. Three High/Scope strategies that are alternatives to praise are (1) participating in children's play, (2) encouraging children to describe their efforts, and (3) acknowledging children's work by making specific comments.



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When using these strategies, adults working with infants, toddlers, preschoolers, elementary-age students, and children with special needs discover that they can rely much less on praise. By creating an environment in which children can make mistakes and learn from them without being evaluated or judged, these adults are helping children learn how to value themselves and their work and to be self-reliant.

**(1) Participating in children's play.** Making a greater effort to get involved in what children are doing is a good place for adults to start if they want to reduce their use of praise. Consider this recent example from the High/Scope Demonstration Preschool. Becki, one of the teachers, noticed that Allison, Graham, and Chelsea were "making pizzas" in the block area. As a way of entering their play, Becki went to the house area and called the pizza store on the telephone, asking if she could have a pizza delivered to her. This led to many other children calling the pizza store and asking for pizza. Becki soon found herself in the pizza store pretending to take orders and help make pizzas while some of the other children delivered them. The next day the teachers built on the children's interest in pizza by having the children make mini-pizzas out of English muffins, cheese, and different toppings at snack time.

Clearly, Becki's actions greatly enhanced the play experiences of Allison, Graham, and Chelsea. However, another adult might have handled the same situation less effectively, by using praise to convey her interest in the children's activities. Upon noticing the pizza-making play, this hypothetical adult might have commented on how "nice" or "terrific" the pizza was.

Compared to Becki's direct involvement in the children's activities, using praise in this way would have been a half-way gesture. Becki told children *by her actions* that what they were doing was valued and accepted. She was responding to their interests and abilities in the most direct way possible. Her active involvement in the children's play conveyed a more powerful, concrete, and meaningful message to children than any number of praise statements she could have made. In addition, by taking part in their game, Becki not only showed children she valued their activities but also encouraged them to expand on and develop the pizza-making theme. This opened up many possibilities for further learning — opportunities to use developing abilities in representation, number, language, and beginning literacy. Becki's involvement in the activity was a catalyst for children as they continued to build on their interests.

**(2) Encouraging children to describe their efforts and products.** In one of the opening examples, a teacher tells Joseph his painting is "beautiful." There are several potential problems with the teacher's statement. First, what does *beautiful* mean to Joseph? For many children, similar words like *terrific*, *good job*, and *super* are not specific enough to be meaningful. A second issue is that this statement, however positive, is still an adult judgment that sets the teacher up as an authority. And what about the child on the other side of the easel from Joseph, who is also painting a picture? Praising Joseph could lead the other child to seek the same kind of praise. In this case, the teacher's well-intentioned comment results in children comparing their


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efforts and competing with one another, and puts the teacher in the position of judging and comparing their efforts.

The alternative is to encourage Joseph himself to describe what he is doing, how he is doing it, and anything else he finds important. A good way to elicit such comments is for the adult to **ask an open-ended question:** for example, "Would you like to tell me about your painting?" Joseph might then answer, "It's a green bowl with lots of soup in it, and I worked on the painting real hard." Once the child has begun the process of discussing the painting, the adult can extend the conversation in various ways. For example, she might repeat back in general terms what Joseph has said to show him that she is listening carefully: "So you made a green bowl with lots of soup in it. . . ."

With these kinds of open-ended questions and comments, the adult initiates a dialogue in which Joseph is the expert on his own work. Encouraging children to describe their activities stimulates the process of reflective thinking that is central to the High/Scope approach. When sensitively used, open-ended questions can help children contemplate and describe what they've made and done. Children recall the high and low points of their experiences and the problems encountered and solved. They become more aware of their own thinking and problem solving and more able to appreciate and evaluate their own experiences and achievements.

**(3) Acknowledging children's work or ideas by making specific comments.** The previous section discusses ways to encourage the children themselves to talk about their activities as an alternative to adult praise or evaluation. Often, though, the adult finds it appropriate to make a direct comment on a child's work, either as part of an ongoing conversation or because the child seems to be asking for an acknowledgment of his or her efforts. In these cases, we recommend that instead of subjective comments like "Beautiful," "Nice work," and "Good job," adults **make a *specific* reference to the details of the child's product or the process the child has used**. For example, instead of "How pretty," you might say, "On the top of your paper you have blue stripes, and on the bottom you have red stripes." Instead of "Good job," you could say, "That is the first time I've seen you put that puzzle together, Donnie. You worked on it for a long time." Such specific comments have the added advantage of being conversation-starters. Praise statements, on the other hand, often dampen conversation. A statement like "Good work, Lisa!" can communicate the message that the conversation is ended and the child is dismissed.



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# The Power and Magic of Pretend Play With Others Supporting Sociodramatic Play in Children With Play Problems

*Rosemary Waldron*
*Professor, St. Clair College, Windsor, Ontario*

The preschool years are considered to be the "golden years for pretend play." All of the skills and abilities that preschoolers need to ensure future success can be learned through pretend play with other children. However, we often see some preschoolers who have problems with play. They remain onlookers, or dabblers, or they disturb play. This session will use the work of Sarah Smilansky and Leah Shafatya to help participants develop skills that can be used to help children become competent players.

## Facilitating Play Among Children Who Have Difficulty With Sociodramatic Play

Sarah Smilansky and Leah Shafatya believe that sociodramatic play is of crucial significance for the cognitive, social, emotional, and academic development of children ages three through eight years. In their book, *Facilitating Play* (Psychological and Educational Publications, 1990) they support this contention by reviewing their own seminal research and that of others. They also suggest various intervention strategies that adults can use to support and encourage the play of young children. Their ideas and actual examples of their use, are summarized below.

1. **Adult Intervention From Outside the Play Situation <u>for Use When Minimal Support Is Required</u>**

   a. The adult addresses the role person and not the actual child, e.g., *"Mr. Astronaut, your spaceship might need some space fuel."* . . . *"Mommy, what are you fixing for lunch?"*

   b. The adult asks a question related to the play., e.g., *"How is your sick baby today?"* . . . *"What will we take to the beach?"*



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c. The adult suggests events, e.g., *"You could feed your baby. Maybe she's hungry and wants some juice."* . . . *"You have lots of customers at your shoe store — how about if you get some shoes for them to try on?"*

d. The adult clarifies the play behavior, e.g., *"The pizza is hot. That's why he has to wear the oven mitts."* . . . *"Firefighter, the lady is stuck in the burning house. She's yelling that she needs some help."*

e. Adults establish contact between the players, e.g., *"Can you please help her nurse?"* . . . *"The fix-it man is here. He wants to know what he can fix."*

f. Adults provide straight forward direction, e.g., *"Show the doctor where your baby hurts. Tell her about it."* . . . *"Your car broke down; get the tools to fix it."*

2. **Adult Intervention Strategies for Use Inside the Play Situation <u>for Use When the Children Have Great Difficulty Joining in and Following Through With Sociodramatic Play</u>**

a. The adult joins in the child's play by taking on and enacting a role relevant to the child's play theme, e.g., when the children are playing "Ninja Turtles", the adult might say, *"I need some help from the Turtles. My car broke down and I need one of the Turtles to help me get to the fort."* . . . or when the children are playing airport, the adult enters by saying, *"Where can I buy a ticket so I can get on the plane?"*

b. The adult asks questions while in the role, e.g., *"My baby just cries and cries and I don't know what to do. What do you do with your baby when he cries?"* . . . *"O.K. Mr. Camper. Here's the tent. Where should we put it?"*

c. The adult makes suggestions, e.g., *"Let's pretend that we're going on a picnic. We need to find some things to take."* . . . *"You're the Mommy and I'm the little girl and we want to go to the mall". We could put our babies in the buggy."*

d. The adult establishes contact between the payers, e.g., *"Here come the firefighters. Tell them where to park their fire truck."* . . . *"Let's go tell the store man what we want to buy from him."*

e. The adult copies the child's behavior, e.g., *"I'm going to fix my kite just like yours."* . . . *"My seat belt is too tight. Show me how you did yours so I can do mine like that."*



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# Key Experiences Tour

*Karen Weber*
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Join us to actively explore each of the 10 key experiences which fuel the High/Scope curriculum framework. Discover where to find ideas and how to integrate the key experiences into each element of the daily routine. Answer the age-old questions: What is "Seriation" anyway? What if I "don't do" music? How can I make sure the kids are getting all the key experiences? How can I explain these to parents?

## NOTES

(The preschool key experiences are listed on the following pages.)



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## High/Scope Preschool Key Experiences

**Creative Representation**

- Recognizing objects by sight, sound, touch, taste, and smell
- Imitating actions and sounds
- Relating models, pictures, and photographs to real places and things
- Pretending and role playing
- Making models out of clay, blocks, and other materials
- Drawing and painting

**Language and Literacy**

- Talking with others about personally meaningful experiences
- Describing objects, events, and relations
- Having fun with language: listening to stories and poems, making up stories and rhymes
- Writing in various ways: drawing, scribbling, letterlike forms, invented spelling, conventional forms
- Reading in various ways: reading storybooks, signs and symbols, one's own writing
- Dictating stories

**Initiative and Social Relations**

- Making and expressing choices, plans, and decisions
- Solving problems encountered in play
- Taking care of one's own needs
- Expressing feelings in words
- Participating in group routines
- Being sensitive to the feelings, interests, and needs of others
- Building relationships with children and adults
- Creating and experiencing collaborative play
- Dealing with social conflict

**Movement**

- Moving in nonlocomotor ways (anchored movement: bending, twisting, rocking, swinging one's arms)
- Moving in locomotor ways (nonanchored movement: running, jumping, hopping, skipping, marching, climbing)
- Moving with objects
- Expressing creativity in movement
- Describing movement
- Acting upon movement directions
- Feeling and expressing steady beat
- Moving in sequences to a common beat

**Music**

- Moving to music
- Exploring and identifying sounds
- Exploring the singing voice
- Developing melody
- Singing songs
- Playing simple musical instruments

**Classification**

- Exploring and describing similarities, differences, and the attributes of things
- Distinguishing and describing shapes
- Sorting and matching
- Using and describing something in several ways
- Holding more than one attribute in mind at a time
- Distinguishing between "some" and "all"
- Describing characteristics something does not possess or what class it does not belong to

**Seriation**

- Comparing attributes (longer/shorter, bigger/smaller)
- Arranging several things one after another in a series or pattern and describing the relationships (big/bigger/biggest, red/blue/red/blue)
- Fitting one ordered set of objects to another through trial and error (small cup — small saucer/medium cup — medium saucer/big cup — big saucer)



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**Number**

- Comparing the number of things in two sets to determine "more," "fewer," "same number"
- Arranging two sets of objects in one-to-one correspondence
- Counting objects

**Space**

- Filling and emptying
- Fitting things together and taking them apart
- Changing the shape and arrangement of objects (wrapping, twisting, stretching, stacking, enclosing)
- Observing people, places, and things from different spatial viewpoints
- Experiencing and describing positions, directions, and distances in the play space, building, and neighborhood
- Interpreting spatial relations in drawings, pictures, and photographs

**Time**

- Starting and stopping an action on signal
- Experiencing and describing rates of movement
- Experiencing and comparing time intervals
- Anticipating, remembering, and describing sequences of events



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# Developing Small-Group Experiences: What Shall We Do Tomorrow?

*Linda Weikel*
*Educational Consultant, High/Scope Foundation, Ypsilanti, Michigan*

Struggling to come up with new and exciting small-group times for your class? Come to one or both of these sessions, try your hand at these activities, and take home new ideas for planning your small-group experiences.

## Small-Group Time: A Summary

**What It Is**

- An adult-initiated learning experience based on children's interests and development
- The same group of children with the same adult
- Active learning in a supportive setting

**Why It Is Important**

- Builds on children's strengths
- Introduces children to materials and experiences they might otherwise miss
- Provides children with regular peer contacts and interactions
- Lets adults observe and interact daily with the same group of children
- Enables adults to practice support strategies in a stable setting

**Where to Meet**

- In a consistent place
- In a special location near the relevant materials

**What Children Do at Small-Group Time**

- Explore, play, work with materials, and talk about what they are doing
- Solve problems they encounter

**What Adults Plan Small-Group Experiences Around**

- Children's interests
- Materials — new or unexplored
- Key experiences
- Local traditions, community events



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# Partners in Training

**(Certified Trainers Only)**

*Linda Weikel*
*Consultant, High/Scope Foundation, Ypsilanti, Michigan*

The High/Scope *Trainer Guides*, a set of five binders that correspond to the five components of the Preschool "Wheel of Learning," are available (from the High/Scope Press) to all certified trainers. They include the *Participant Guides*, as well as the activity descriptions, handouts, and overheads that go with them.

If you have recently purchased these guides, you may have questions about some of the activities or accompanying materials. Come to this session to find out the answers, to try out the activities of your choice in a safe environment, to share ideas for adapting the activities, and to develop ideas for new activities.

## NOTES



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# Movement and Music Sessions

The following handouts will be found in the Movement and Music section:

**Session 1** — Movement and Music: The Key is Process
*Phyllis S. Weikart and Elizabeth B Carlton*

**Session 2** — Building the Movement Foundation: Key Experiences in Movement
*Phyllis S. Weikart and Elizabeth B. Carlton*

**Session 3** — Building the Music Foundation: Key Experiences In Music
*Elizabeth B. Carlton and Phyllis S. Weikart*

**Session 4** — Representation in Action: Using Movement and Music to Enrich the Representation Key Experiences
*Karen Weber*

**Session 5** — Building the Timing Foundation: Feeling and Expressing Steady Beat
*Phyllis S. Weikart and Elizabeth B. Carlton*

**Session 6** — Building the Singing Foundation: Developing Melody
*Phyllis S. Weikart and Elizabeth B. Carlton*

**Saturday Morning Session** — Steady Beat and Singing Lab
*Phyllis S. Weikart and Elizabeth B. Carlton*



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## NOTES



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# Movement and Music: The Key Is Process

*Phyllis S. Weikart*
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*Movement Consultant High/Scope Foundation*

*Elizabeth B. Carlton*
*Assistant Professor, Director Community Music Program*
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*Music Consultant High/Scope Foundation*
*Endorsed Trainer, Education Through Movement*

The process for supporting young children through the movement and music key experiences includes several components. The most important are the Teaching Model and the Active Learning Approach strategies. The use of a specific movement core provides the base for understanding simple to more complex stages of development. Discover how these components create a successful process for supporting movement and music abilities in young children.

## Session 1

**Warm-up** (Responding to purposeful movement) **Soldier's Joy RM2**
What is purposeful movement? What ones were led?

**Components of the Process**
**Moving in Nonlocomotor (anchored) and Locomotor (nonanchored) Ways**
Body and Language Awareness: Explore nonlocomotor and locomotor movement from the "menu"
***Foundation in Elementary Education (FEE):* Movement, p. 95, 110**

**Movement Core:**
The motor development base for purposeful nonlocomotor and locomotor movement ***FEE:* Movement, p. 50**

**Active Learning Approach** ***FEE:* Movement, p. 42**
An approach that uses movement as the active learning base to help learners first understand curriculum concepts and then have the ability to apply them.

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**Strategies:** Exploration of Purposeful Movement, Choices and Planning by Students, Language listened to and supplied, Initiation by Teacher and Students, Facilitation and Reflection, Support from Teacher and Peers

**Education Through Movement Teaching Model** ***FEE:* Movement, p. 31**

**SEPARATE:** Demonstrate *or* Tell *or* Use hands-on guidance
**SIMPLIFY:** Begin with what is easy or manageable to learn
**FACILITATE:** Engage learners through action, thought, and language

## Active Learning Experiences Using Process

✦ **Movement Key Experiences:** Moving in nonlocomotor ways
Acting upon movement directions

**Curriculum Concepts:** Up, down, around and higher/lower vocal sounds
"*Hokey Pokey*" variations **Movement Plus Rhymes**

✦ Movement Key Experiences: Moving in locomotor ways
Acting upon movement directions

**Curriculum Concepts:** Start and stop, balance
"Stop Sign" ***FEE:* Movement, p. 227**
Explore locomotor movements

Child leader starts and stops the group speaking or singing "stop sign." Leader may give the movement and the way to balance on "stop sign." Add music if desired.
Extension: Move to music and stop when music is paused **Troika RM2**

✦ **Movement Key Experiences:** Moving in nonlocomotor ways
Expressing creativity in movement

**Curriculum Concept:** Understanding action words
"*Thumbs Go Wiggle Waggle*" ***FEE*: Movement, p. 229**
Extension: Use action words with recording **Happy Feet RM1**



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✦ **Movement Key Experiences:** Moving in nonlocomotor ways
Moving in sequences to a common beat

**Curriculum Concepts:** Bending and straightening
"*Bend and Straighten Is the Game*" **Movement in Steady Beat**
Extension: Bend and straighten to the music **Mexican Mixer RM3**

**Reflection on the Process**
Why is process a key for supporting movement and music abilities in young children?
What components are necessary in this process?



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# Building the Movement Foundation: Key Experiences in Movement

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All children move! How does movement in the formative years connect with cognitive development? Active learning experiences based on movement help children improve body and language awarenesses and their understanding of basic movement in space and time. Movement can aid aural/visual processing ability, competence with steady beat, and independent decision making. The key experiences in movement address these important concepts and help children "learn to move so they can move to learn."

## Session 2

**Warm-up** **Popcorn RM7**

What key experiences in movement were observed in this warm-up?

### Movement Key Experiences

**Engaging The Learner**

- Acting upon movement directions
- Describing movement

**Enabling The Learner**

- Moving in nonlocomotor ways
- Moving in locomotor ways
- Moving in integrated ways (Grade 2 and older)
- Moving with objects



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**Extending The Learner**

- ✦ Expressing creativity in movement
- ✦ Feeling and expressing steady beat
- ✦ Moving in sequences to a common beat

## Activities Based On The Movement Key Experiences

✦Movement Key Experiences: Moving in locomotor ways
Feeling and expressing steady beat
Acting upon movement directions

**Curriculum Concepts:** Locomotor movement, general space, steady beat, aural processing

Move to the song "*Gallop All Around.*" Follow the sung directions at the end.

***Foundations in Elementary Education (FEE): Movement p. 215***

✦ **Movement Key Experiences:** Moving in nonlocomotor ways
Acting upon movement directions

**Curriculum Concepts:** Visual and verbal processing

Explore engaging children with visual **or** verbal directions for a movement response. Each movement from the leader is STATIC. Children should be the leader also.

Extensions: Lead single visual static movements to music using corresponding body parts

**Carnavalito RM5**

✦ Movement Key Experiences: Moving in nonlocomotor ways

**Curriculum Concepts:** Action words

Explore movement from a seated position (in a wagon). Later make wagons with more children in them. "*Little Red Wagon*" **Movement Plus Rhymes**

✦ **Movement Key Experiences:** Moving in nonlocomotor ways
Feeling and expressing steady beat

**Curriculum Concepts:** Steady beat, accented syllables in names

"Names in Beat" ***FEE*: Movement p. 225**



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✦ **Movement Key Experiences:** Moving in locomotor ways
Acting upon movement directions

**Curriculum Concepts:** Pathways, space awareness relationship — between
Pairs of objects (bobbins, cones, etc.) are placed in a pathway about the space. Children follow the pathway traveling between each pair of objects.

***FEE*: Movement p. 231**

✦ **Movement Key Experiences:** Moving in nonlocomotor and locomotor ways
Acting upon movement directions
Feeling and expressing steady beat

**Curriculum Concepts:** Copying, steady beat
"Statue Clones"

***FEE*: Movement, p. 243**

✦ **Movement Key Experiences:** Moving in locomotor ways
Acting upon movement directions
Feeling and expressing steady beat

**Curriculum Concepts:** Responding visually, steady beat, kinesthetic memory, fermata
Children jog in place to the recording and then follow the sequence of demonstrated movements to the longer and shorter chords.

**Seven Jumps RM2 FEE: Movement p. 241**



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# Building the Music Foundation
# Key Experiences in Music

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The music key experiences provide a blueprint adults can use to awaken and develop the natural music intelligence and abilities of young children. Gaining understanding of and skills with several of the elements of music can enable adults to implement their use effectively throughout the day. Discover the many ways every adult can help build the music foundation.

## Session 3

**Warm-up** **Yankee Doodle RM2**

Using the singing voice plus movement
Using purposeful nonlocomotor and locomotor movement to this AB form of music

## Music Key Experiences

- **Exploring Music**
- **Using the Elements of Music**
- **Creating and Performing Music**
  - Accents: observable outcomes "on the journey"

Active Learning Experiences (A.L.E.) Chap. 8 Music Text
Based on *Education Through Movement: Building the Foundation* and the Movement Key Experiences



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# Exploring Music

**Moving To Music**

- *Responding to different types of music* **Popcorn RM7 Sellenger's Round RM7**

  **Curriculum Concept:** Intuitive response with purposeful movement

- *Using nonlocomotor & locomotor movements to music* **Bannielou Lambaol RM8**

  **Curriculum Concept:** Intuitive choices using purposeful movement

- *Moving to phrases of a musical selection*

  **Curriculum Concept:** Musical phrases

  Songs sung; musical phrases identified and moved to

  "*Happy Birthday,*" "*Farmer in the Dell,*" "*Wheels on the Bus,*" "*Hot Cross Buns*"

  "Music — Movement — Language"

  ***Foundations in Elementary Education (FEE)*: Music, p. 195**

  Partners: #1 speaks a sentence with movement lasting the length of the sentence;
  #2 repeats sentence & movement; exchange roles

  Listen to musical phrases (musical thoughts) and identify phrases using NL movement

  Extensions: one leads, other copies **D'Hammer... RM7 Bechatzar Harabbi RM6**

**Exploring And Identifying Sounds**

- *Working with percussion & melodic instrument sounds*

  **Curriculum Concept:** Exploring instrument sounds

  Explore different ways to play percussion instruments

- *Exploring low — high, same — different sounds*

  **Curriculum Concept:** Exploring vocal sounds

  Explore different vocal sounds

  "What Kinds of Sounds Can You Make?"

  ***FEE*: Music, p. 208**

  Explore the wide range of low — high vocal sounds (loud/soft, sudden/sustained, low/high, etc.); create movement to match sounds.

**Exploring The Singing Voice**

- *Making pitched sounds*

  Imitate infant sounds; make siren and ghost-like sounds; sighs, pitched sounds



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- *Exploring the singing and speaking voice*

  **Curriculum Concept:** Singing vs. speaking

  Explore the speaking voice then the singing voice while moving about the space

  "Sing or Speak": names, sentences, conversations with and directions to children, rhymes

  **Note**: singing is with random pitches

  ***FEE*: Music, p. 212 & 235**

- *Exploring the broad range of the singing voice*

  **Curriculum Concept:** Broad range of the singing voice

  "Elevator Voice Game" for vocal exploration with movement;

  Use yarn shapes and balls for vocal exploration accompanied by movement

**Reflection:**

What concepts are clear as you think about implementation of the key experiences in music explored in this session?

**Preschool Key Experiences in Music**

- Moving to music
- Exploring and identifying sounds
- Exploring the singing voice
- Developing melody
- Singing songs
- Playing simple musical instruments



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# Representation in Action: Using Movement and Music to Enrich the Representation Key Experiences

*Karen Weber*
*Director of Early Childhood Education, King's School, CRISTA Ministries, Seattle, Washington*

"When children use purposeful movement, the cognitive link is made and concept ownership is attained."[1] (P. Weikart) Focusing on the High/Scope key experience of representation, participants will explore how the use of movement and music in children's activities allows learning to expand to a higher and broader dimension. This workshop will provide not only activities you can use, but, more importantly, the application concepts needed to create your own meaningful experiences for the students you work with.

## Representation

- to represent
- to form mental images
- to hold in mind
- one-of-a-kind reflections
- reenactment of familiar actions/happenings
- imitating movements of other living things

**Purposeful Movement + Language = Cognitive link . . .**
**which leads to . . . Ownership of Concept**

**Learners** retain only 10% of what they hear, but 90% of what they say and do

— Report by Mobil Oil Research

[1]Phyllis S. Weikart, Associate Professor Emeritus, University of Michigan
Director, *Education Through Movement: Building the Foundation*
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**Observable Outcomes:**
(specific to expressing creativity in movement: representing)

Children:
- use own movement ideas
- make decisions about movement
- are comfortable with representation and creative expression

Adults Support and Extend:
- watch for spontaneous movement
- imitate children's actions and sounds
- talk with children about how they're moving
- supply language about movement, as needed
- encourage children to represent their experiences through movement
- build opportunities for imitation, representation, and purposeful movement into the daily routine

"Build on children's emerging abilities, awareness, and knowledge of movement concepts, challenging them to figure things out for themselves." — Phyllis S. Weikart. 1995.

**Movement Outcomes:**
- increased comfort
- increased awareness (body, language, space, and time)

**Preschoolers are developing:**
- strength
- balance
- coordination
- basic timing



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# Building the Timing Foundation: Feeling and Expressing Steady Beat

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The ability to feel, express, and keep steady beat shows a statistically significant correlation to reading, vocabulary, math, fundamental motor skills, social-emotional development, and musical skills. When the statistics show less than 10% of kindergarten children able to independently keep the beat, and when the teen-age abilities show a 50% decline over 10 years, we must address and remedy this alarming problem. Come and experience the child's development of steady beat independence.

## Session 5

**Warm-up** **Danish Masquerade CD4**

### Building The Foundation In Steady Beat

**Basic Timing:** Observable outcome of the key experience *Feeling and expressing steady beat: The ability to* ***independently feel, express, and keep*** *the steady beat of rhymes, songs, and recordings in nonlocomotor and locomotor ways.*

***Foundations in Elementary Education (FEE)*: Movement, p. 155-184**



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Adult understanding of beat vs. rhythm

Steady beat to a neutral syllable spoken in rhythm; to rhymes; to songs; to recordings
Define steady beat and contrast with rhythm
Understand macrobeat* (organizer for groups of 2 or 3 microbeats - rocking beat)
Understand microbeat* (each beat in a group of 2 or 3 beats - regular walking beat)
*Dr. Edwin Gordon's terms
Copying macrobeat and microbeat movements **Road to the Isles RM5**

Building the ***hearing-feeling connection*** in steady beat from infancy

Rock infants while chanting, singing, or listening to recorded music
Reinforce a toddler's steady beat movement with single words, then with rhymes or songs
Reinforce a preschool child's steady beat movement as for a toddler
Tactile reinforcement for toddlers, preschoolers and older children **Alley Cat RM3**

Definitions of Beat Awareness and Beat Competence that result in Basic Timing

## Macrobeat For Nonlocomotor Movement

Explore own steady beat; match a partner's beat (use visual and verbal modalities)
**Listen:** *"Tom, Tom the Teacher's Son"* New Adventures of Mother Goose Bruce Lansky
"*Lullaby*" by Elizabeth B. Carlton ***FEE*: Music, p. 191**
Instrumental recording **La Raspa RM3**

**Speak words:** action words, body part names, children's names
tap toes (8 times), knees (8 times), nose (8 times)
**Movement Plus Music Sliding RM1**

**Speak rhymes:** "*It's Hard to Lose a Friend*" Poems by A. Nony Mouse Jack Prelutsky
"*There's Music in a Hammer*" Poems by A. Nony Mouse Jack Prelutsky
*"Maxi and the Taxi"* The Ice Cream Store Dennis Lee

**Sing songs:** "*Star Light, Star Bright*" New Adventures Bruce Lansky
*"Keep the Macro" ("Are You Sleeping")* Elizabeth B. Carlton

**Respond to recordings:** **Doudlebska Polka RM2 Gaelic Waltz RM1**
Use of "Co-Oper Bands" (ChimeTime catalog) for building steady beat, strength, coordination



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## Microbeat For Locomotor Movement

Partners: #1 walks, #2 copies  Also copy a single leader's tempo

**Listen:** "*Little Miss Muffed*" New Adventures of Mother Goose  Bruce Lanky
"*Engine, Engine, Number Nine*"  ***FEE*: Music, p. 309**
Match beat of the music  **To Ve Orez RM1**

**Speak words:** locomotor words, favorite words

**Speak rhymes:** "*The Train Went Into the Tunnel*"  **Movement in Steady Beat**
"*Keep Macro in the Hands*" Elizabeth B. Carlton

***FEE*: Music p. 85**

**Sing songs:** "*Ring Around the Rosey*"
"*We're Jumping Up and Down*" (Farmer in the Dell)

**Respond to recordings:**  **Apat Apat RM4**
Parade  **Soldier's Joy RM2**

**Reflection:**
What steady beat concepts are important to remember when working with the young child?
Why is the ability to feel and keep steady beat important?



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# Building the Singing Foundation: Developing Melody

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Children learn to sing just as they learn to speak — through imitation. Since young children come to school exhibiting various levels of vocal development, this session will explore sequential concepts that develop a tuneful singing voice and listening ear. Learn strategies that enable adults to assist children to explore the broad range of their voices and to use movement and the "body scale" to sing tunefully.

## Session 6

**Warm-up** **Sing Along Together**

**Developing Melody**

- *Identifying higher and lower pitches*

  **Curriculum Concept:** Making pitched sounds

  Making low, high pitches and accompany with low, high movement; match pitches

  Add concept song "*Low or High*" by Phyllis S. Weikart

  ***Foundations in Elementary Education (FEE)*: Movement, p. 221**

- *Identifying the direction of the melody (upward/downward)*

  **Curriculum Concept:** Melodic direction

  Leader gives 2-3 pitches; students show with movement the melodic direction; students use their voices for three pitches in the same direction. (Note: pitch matching not the goal)



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- *Matching intervals and repeated pitches*

  **Curriculum Concept:** Matching intervals

  Matching any two same or different pitches sung; followers sing and shape

  Body scale: Develops the aural-tonal-kinesthetic-cognitive link

  Introduce scale degrees 5 and 3 (shoulders and waist)

  Sing songs "*Rain, Rain Go Away*," "*One, Two Tie My Shoe*," "*All the Little Monkeys*"

  Speak nursery rhymes (leader directs the two pitches changing on the macrobeat)

- *Imitating 3 — and 4 — note melody patterns*

  **Curriculum Concept:** Matching other intervals

  Add scale degree 6 (top of head):

  Work with scale degrees 5, 3, and 6 (G, E, A in the key of C)

  Tone Games: use a neutral syllable (beginning with kindergarten age child)

  Leader sings or shapes (begin with scale degree 5)

  Learners first shape and then sing and shape

  **Note**: Shaping without singing begins in late grade 1

  Add songs: "*Hickory Dickory Dock*" and "*Peas Porridge Hot*"

  Walk and echo 3 pitches (scale degrees 5, 3, 6,) begin scale degree 5 (3 beats, then 1 rest)

  Sing song: "*Morning Red, Ev'ning Gray*"

  Young children should work with these 3 pitches in steady beat

  ***FEE*: Music, p. 308**

  Add body scale pitches 1 and 8 (knees and arms straight overhead) octave in key of C

  Learn a concept song: "*I Like to Sing*"

  ***FEE*: Music, p. 214**

- *Responding to the Shape of the melody*

  **Curriculum Concept:** Identification of melodic shape

  Add scale degree 2: (mid-thighs) D in the key of C This completes pentatonic scale

  "*Sally Go Round the Sun*"

  "Thumbs Go Wiggle Waggle"

  Add scale degree 4 (low chest)

  "*Someone's in the Center*" "*London Bridge is Falling Down*"

  Complete the body scale: Add scale degree 7 (elbows bent, fingers touching above head)

  Full body scale: ***FEE*: Music p. 35**

  "*Kitty Cat, I Hear A Mouse*" ***FEE*: Music p. 247**



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- *Singing and shaping phrases and songs*

  **Curriculum Concept:** Singing and shaping phrases

  Shaping and singing familiar melodies; use of Anchor Pitch

  "*This Old Man,*" "*Row, Row, Row Your Boat,*" Use Anchor Pitch to begin singing together "One, Two, Ready, Sing" or "One, Two, Sing With, Me"

**Reflection:**

What new understandings do you have about children developing their ability to sing?

**Developmental Order of Pitches in the Body Scale**

- Pitches 5 and 3 (shoulders, waist)
- Add 6 (head)
- Add 1 and 8 (knees, arms straight up)
- Add 2 (mid-thigh)
- Add 4 and 7 (low chest, hands slightly above head, elbows bent)



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# Steady Beat and Singing Lab

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Steady beat and singing are fundamental abilities that adults should possess when working with young children or when training adults. With the addition of the movement and music key experiences into the High/Scope curriculum, you will find this steady beat and singing lab most helpful in strengthening your personal skills. This lab is designed for all levels of ability. At the conclusion of this lab, we hope you will:

- Understand and be able to apply your own skills with steady beat to rhymes, songs, and recordings;
- Support children's development and independence with steady beat;
- Develop or improve your own singing voice through the use of the "body scale" and simpler songs; and
- Initiate in-tune singing in the child's vocal range.

A special welcome to those who feel they are seldom successful in these two areas. We dare you to come.



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